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ABSTRACT

The report presents findings of an inquiry to identify the principal obstacles faced in achieving general economic literacy and to suggest ways of surmounting them. Among the 350 respondent educators, social scientists, businessmen, and others, most agree on the importance of economic literacy and its present low level in the general population. Where economics education efforts of the educational establishment are seen to be inadequate, recommendations are made to improve curriculum, train teachers in economics, and encourage or require student courses in economics education. Other, more global, needs include the establishment of specific goals of economics education, identification of skills and knowledge comprising economic literacy, and attention to the facts and processes of economic systems. In addition, various possible characteristics of economics education are reviewed. The delphi-like process used in conducting the inquiry is explained in detail, and response data are tabulated. (AV)

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SURMOUNTING OBSTACLES TO ECONOMIC LITERACY:

A DELPHI-LIKE INQUIRY

by

Robert V. Horton and
Dennis J. Weidenaar

Paper No. 557 - June 1976

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Institute for Research in the
BEHAVIORAL, ECONOMIC, and
MANAGEMENT SCIENCES

KRANNERT GRADUATE SCHOOL
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*A few sets of such communications are available, primarily for use in research.

I. SURMOUNTING OBSTACLES TO ECONOMIC LITERACY:
A DELPHI-LIKE INQUIRY

Robert V. Horton and Dennis J. Weidenaar*

I. Introduction

A. Rationale for the Inquiry

Between the determination of a general goal or objective for economics education and the specifications of content and skills to be mastered and of teaching strategies lies a nether, nether world of client identifications, desirable curriculum or other placements, and identifications of the types of content and strategies which promise greatest effectiveness. In important degree, the questions which arise are philosophical in nature[1] as is the determination of the general goal or objective itself, and for this reason they are often ignored, or even dismissed on the ground that they are unanswerable scientifically. But as Charles E. Silberman wrote in Crisis in the Classroom, "...philosophical questions neither disappear nor resolve themselves by being ignored."[2]

We believe that thoughtful attention to these questions and the development of consensus views so far as this may be possible will aid mightily in creating more effective economics education[3] and in achieving a higher level of general economic literacy.

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In this thinking we conducted in the latter part of 1975 a Delphi-like Inquiry[4] among more than 350 respondent educators, economists, other social scientists, businessmen, school board members, and others,[5] who also preponderantly deplored the present low state of economic literacy, while still attaching extreme importance to the attainment generally of economic understanding.

We believe that findings of the Inquiry merit the careful attention of all of us who are troubled with the state of illiteracy in economics which we see about us and of everyone who is involved, or should be involved, in the process of economics education.

B. Nature of this Report

So convinced, we present this report as to many of the findings of the Inquiry.

It is to be noted that the material indexed in the List of Exhibits following the Table of Contents of this report included definitions of terms used in the Inquiry and material as to a goal, or general objective, and rationale for economics education, as well as extensive, selected statistics as to the Inquiry findings. Data presented in the Exhibits range more widely than what we reflect in the text of this report, and accordingly they may be of interest, or even importance, to some of its readers, beyond the mere support or detailing of the findings reflected.[6]

The following Part II is a statement of findings directed primarily to the business community; Part III is one directed primarily to economists and economics educators; and Part IV is one directed primarily to educators, school personnel, and school board members. In each case, however, various parts of the statement will hold interest for persons otherwise concerned with economics education.

C. Acknowledgements

We wish to declare here the gratitude which all of us owe to the respondents in the Inquiry. We thank them for bearing with us through a series of questionnaires which on occasion not only distressed them and ourselves.

FOOTNOTES

1. We do not mean to imply that possibilities for empirical investigations are not sprinkled about. Rather, we would encourage the undertaking of such investigations. But an inquiry such as is here reported still serves to raise and better identify questions so open to investigation.

2. Charles E. Silberman, Crisis in the Classroom, New York: Random House, 1970, p. 7.

3. Defined for purposes of the Inquiry as "activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education..."

4. The Inquiry process is reviewed in Part V of this report.

5. A listing of the Participants in the Inquiry who completed its Questionnaire #3 appears as Exhibit V.

6. The Exhibit material also details some of the procedures for determinations of categories, bases of statistical formulations, etc.

DRAFT

IIA. UNDERSTANDING OUR ECONOMY - AND RELATED VISIONS FOR ECONOMICS EDUCATION

Robert V. Horton and Dennis J. Weidenaar*

"How stands the economic literacy of American high school graduates?" "Unsatisfactory" or "Very unsatisfactory", 75% respond. "But is economic literacy important?" Almost 50% say "Critically so," and another 40% say "Highly desirable."

Those who so responded in an Inquiry which we conducted in the fall of 1975 to probe the state of affairs in economics education were not solely businessmen, for indeed, businessmen as a separate group were even more distressed. The 350 respondents we quote were, rather, a broad composite of businessmen, school board members, school personnel, social scientists, economics educators, governmental personnel, and others.

Important differences of opinion appeared, however, among the various groupings, as we inquired into what would be the characteristics of more effective economics education. Since businessmen in recent years have been unfailing proponents of economics education, they should know what these differences are and what may lie behind them. Better choices in economics education for implementation and support by business should then be discernible. Moreover, a better consensus of views among all groups interested or involved in economics education should serve to consolidate our attacks upon economic illiteracy, whether that consensus comes about through reconciliation of differences or through greater emphasis upon discovered harmonies that already exist.

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What would be our prescriptions for better results in economics education, based upon the views of our respondents, authorities on occasion, and our own experience in fighting for some years now the cause of general economic literacy?

Prescriptions for More Effective Economics Education

1. Establish your specific overall goal

"(I)f you're not sure where you're going, you're liable to end up somewhere else - and not even know it" (Robert F. Mager). A single goal is essential, since "(a) guiding principle cannot be formulated by the requirement of maximizing two (or more) functions at once" (Oskar Morgenstern).

Our article, "Boosting Payoffs from Economics Education", in The RECORD of April, 1975, identified in the spirit of these quotations, a single goal for economics education which found rather remarkable support among businessmen, school personnel, economists, and other social scientists in an Inquiry which we conducted in 1973-74. The current 1975-76 Inquiry revealed pleasingly strong support, in all but one of our groupings, for establishing specific goal(s).

We believe the establishment of a single goal for every project in economics education is an essential for best results.

2. Decide just what economic literacy you seek

Our Inquiry showed even stronger support for establishing the specific knowledge, skills, and attitudes desired from economics education. A current Master Curriculum Guide Project sponsored by the national Joint Council on Economic Education and under the chairmanship of Professor W. Lee Hansen of the University of Wisconsin should aid greatly in this decision and in concentrating our efforts in the best directions.

In particular, businessmen should recognize that economics education is not properly business or career education nor is it consumer economics. However important these may be, they are no substitute for the creation of general economic understanding. At best they can serve only as a backdoor entree for creating a little hit-or-miss learning in the field we consider so vital and from which our efforts and support should not be diverted.

In our Inquiry we asked respondents to indicate from extensive sets of possibilities which ones they would seek or avoid in economics education. There was no requirement that an individual item be marked in either way. The first percentage of each pair which we report below is accordingly of those who would seek the item; the second is of those who would avoid it; and the missing percentage, to 100%, is of those who elected to choose neither of those two alternatives.

Businessmen, on this basis, seemed rather weakly to advocate (36% to 21%) the distinguishing of economic literacy from ability in the market place; and school administrators, social science curriculum specialists, and social studies teachers even opposed the economics educators' 42% to 21%, and other economists' 50% to 12%, advocacy - one which we of course strongly approve.

We believe confusion between economics education and consumer, vocational, and investment education seriously interferes with the achievement of economic literacy. School personnel and businessmen may both be presuming, erroneously, that consumer education or career education, for example, constitutes economics education and that therefore economics education is in fact being pursued in their schools. The Master Curriculum Guide Project mentioned above should also prove helpful in this matter through its detailing of just what economic literacy is and is not.

3. Don't teach facts!

Businessmen and school board members were quite distinctive among our respondent groups in advocating a stress upon knowledge of facts. We do not suppose that any of the groups was advocating the teaching of untruths, but only that most of us preferred the teaching of economic reasoning for achieving real world understanding. Facts are numberless; they change; and in any event they are of little use for meaningful and continued understanding.

We believe businessmen and school board members, with governmental personnel and pre-college social studies teachers of economics, should come to prefer with the rest of us the other approaches to economics education which we are suggesting here.

4. Do stress the universal necessity for economic systems and an overall picture of how they work.

There was general, indeed even astonishingly strong, support in our Inquiry for emphasis upon the necessity of economic systems and an overall picture of how they function. The importance of understanding the overall functioning of an economy is reinforced by an economist's comment that its explanation is "a vital task, especially since the untutored person tends to regard (a) market economy as sheer chaos" (Murray N. Rothbard).

Businessmen were among the very strong supporters of both prescriptions; and they may well doubt, therefore, whether attempts merely to mix the teaching of some economic concepts hit or miss into social studies courses in the schools will be serviceable for this desired economic understanding.

5. Stick to the relatively-immutable things.

Our perhaps too strong prescription in the Inquiry, "Stick to the immutable things" received only scattered bits of support, despite its great merit, as we see it. Fortunately for our students and for success in economics education, the economic understanding we should try to cultivate is, at the very least, relatively immutable. A noted economist, William S. Jevons, long ago referred to "....those general laws which are....so grounded in the constitution of man and the outer world that they remain the same throughout all those ages that are within our consideration." It is with those laws underpinning us that we can teach a framework for our students' understanding which will afford to them a relatively-permanent, sound understanding of the economic world.

6. Stick to the simple things, the comprehensible ones.

We found broad support for sticking to the simple things for general education, with only social scientists other than economists and governmental personnel demurring and school administrators sitting on the fence. We hold with our respondents' consensus view and Martin Luther's advice to his preachers (teachers?): "Center on the shortest and simplest points, which are the very heart of the matter, and leave the rest to God." One of our economic participants wrote: "Our (economic professionals') problem is that we often 'impress' our beginners right out of any further interest in economic study and application."

7. Stick to the most important things.

This seemingly-obvious injunction was generally supported, although with some contrary views appearing among businessmen (35% to 15%), and among curriculum specialists (50% to 25%). These minority, contrary views seem to us both surprising and lacking in wisdom, and only partly for the reason we state in the following item.

8. Make repeated applications.

One purpose in focusing upon the relatively-immutable, the simple, and the most important things, is to leave time for repeated applications of them to what we see about us. Repeated applications were strongly supported by all our groupings, and in the aggregate, 50% to 1%.

We believe this prescription is of strategic importance to the success of economics education. The learning of economic theory without gaining the ability to apply it is both meaningless and frustrating, at least to anyone who is not a cloistered economist or an incipient one.

9. Teach to distinguish, expose, and illustrate the economically false - there is a science of economics.

Our Inquiry disclosed a disinclination in some groupings to make clear that there exists an economic science,[1] and we believe that doubts as to its existence have been an important handicap to economics education. Businessmen on balance shared the disinclination (20% in favor of making it clear, versus 35% against), although economics educators 35% to 13%, school board members 83% to 0%, and school administrators 44% to 6%, all supported the prescription.

We confidently assert the existence of a science of economics, and we believe the apparent doubts of social studies teachers, curriculum specialists, trainers of teachers, and even businessmen and social scientists, must now be overcome or sidestepped.[2]

Confident that the science exists, we believe that teaching to distinguish the economically false and to expose and illustrate economic illiteracies is a vital facet of effective economics education. School administrators and trainers of social studies teachers were the only laggards in the Inquiry as to distinguishing the economically false, although they still favored it, 25% to 19% and 15% to 0%, respectively, and curriculum specialists, 17% to 17%, and school board members, 33% to 33%, were the only laggards as to exposing and illustrating economic illiteracies.

10. Be unbiased and avoid advocacies - avoid even the advocacy of free enterprise.

All groupings of our respondents including businessmen 57% to 4%, strongly advocated the stressing of objectivity and the avoiding of bias in economics education, with exceptions for the bias of rationality, an essential to education and science, and that of the dignity or value of the individual, an essential, then, to social science.

But businessmen were accordingly inconsistent in at the same time proposing, 61% to 18%, the advocacy of free enterprise, and so were governmental personnel (44% to 22%), and school board members (50% to 25%). All other groups, however, remained consistent in strongly disagreeing with any such advocacy.

The point in avoiding the advocacy of free enterprise is not for most of us one of questioning its merits, but one of questioning whether any unnecessary advocacy in education is appropriate or likely to be effective. We believe that it is not, and that the strong resistance of the other groups in our Inquiry raises warnings both as to its wisdom and as to its practicality. If free enterprise can properly be so advocated, why then cannot Marxism, Naziism, or even irrationality itself?[3]

11. Try to distinguish values from economics.

Businessmen, 32% to 14%, were among the groups which advocated the distinguishing of values from economics and other social sciences. There was general support for this specification, although school administrators, 12% to 19%, and trainers of teachers, 23% to 31%, were contrary-minded, while economists other than economic educators were surprisingly only tied at 8% to 8%. In contrast, economics educators favored the specification, 37% to 5%.

We believe that failures to distinguish values lead to confusions as to whether there is or is not a science of economics which is worth teaching in the schools. Moreover, they confuse students and obstruct the development of clear economic reasoning.

Businessmen were consistent, then, in the Inquiry in opposing (11% pro, 43% con) that we solve (or purport to solve) social problems. In this view they were supported by economics educators, other social scientists, school board members, and governmental personnel.

Values are regularly involved in the consideration of any social problem, and it is therefore inconsistent to believe that economics educators should "solve" or purport to solve social problems, unless we also accept that economics education should be biased. That was broadly and strongly opposed, and correctly opposed, we believe, as indicated above.

Where Do We Attack?

We have briefly reviewed some possible specifications for more effective economics education. There remains, of course, the important question as to how these specifications are to be implemented in our established school programs, in paid publicity or education of the general public, in special programs for media personnel, or more probably in some combination in these or other directions.

Moreover, there remains the question of in what proportions any corrective actions in the schools should be. Should we stress social studies curriculum improvements? The training of social studies teachers in economics? Or should we rely more upon high school courses in economics - economics education - per se?

Our Inquiry sought opinions in these areas, and in general, although with variations, and sometimes important ones, the descending order of preferences ran from curriculum improvement through teacher training and promotion among the general public of understanding in economics to reliance upon high school economics courses per se and the education of media personnel. We will be including detailed information and commentary in this area and others in our general report upon the Inquiry. (See Parts IV and V in this volume.)

Summary and Conclusion

We conclude, then, by urging upon businessmen their consideration and decision in the matters we have discussed. With the really overwhelming concern for economic literacy which we have noted, it becomes urgent that all of us who share that concern or who are involved in economics education should so far as possible reach consistent conclusions, and where we do not, we should be clear as to the reasons for our differences.

Business is in a strategic position in the whole matter, since it channels so much of the specific funds provided for economics education, and it is of course a factor of influence upon education generally. Its choice should be to work cooperatively with all the others who are distressed with our economic illiteracy or are involved in economics education, but after due consideration business should have no compunction, we believe, in asserting its influence and spending its money in ways which best promise to get scientifically-justified results in economics education and to get them expeditiously. And there should be no diversions from the pursuit of that economic literacy which has become so critical.

FOOTNOTES

1. To some extent, of course, the con choices as to this matter may reflect pedagogical judgment, rather than economic skepticism.

2. This question is reviewed in one item, "The Economists' Stance and Economics Education," to be included in our general report as to the 1975-76 Inquiry. (Part III in this volume).

3. Our general report as to the 1975-76 Inquiry will include an exhibit explaining the inappropriateness even of the goal of improving our understanding of the free enterprise or market economy. (Exhibit IV in this volume).

IIB. A DOZEN QUESTIONS FOR YOU ABOUT ECONOMICS EDUCATION IN YOUR OWN HOME TOWN

1. Do graduates from the high schools in your community do well in the nationally-normed Test of Economic Understanding?

2. How many of them have taken high school courses in economics?

3. Would any "economics" they have taken be better considered consumerism, career education, vocational education, or even "solving" our social problems all over again?

4. Do the social studies teachers in your community schools do well in the nationally-normed Test of Economic Understanding in College Economics? Or even in the Test of Economic Understanding their students might well have been asked to master?

5. Do the teachers most recently employed do any better in these tests?

6. Have the teachers themselves ever successfully completed courses in economics?

7. Are the most recently-employed teachers any better prepared in economic reasoning?

8. Are the institutes and workshops which your social studies teachers attend devoted to concentrated work in economics?

9. Or are they diverted to consumer economics, career education, "solutions" of social problems, preparation of teaching units in economics by persons not yet skilled in economics, or propagandizing on behalf of business or labor?

10. Has any economist ever approved the economics content of the textbooks and other teaching materials used in your community schools?

11. Have you ever discussed any of these questions with the school administrators in your community, or with any school board members, or with your neighbors or community leaders?

12. Are the dollar contributions of business for economics education in your community directed to the most productive uses, as you see them?

DRAFT

III. THE ECONOMIST'S STANCE AND ECONOMICS EDUCATION

Robert V. Horton and Dennis J. Weidenaar

Among the significant handicaps in cultivating general economic literacy are economics educators and economists themselves. In this assertion we do not refer merely to our renowned failings as teachers nor to the supposed difficulty or dullness of what we try to teach, although we heard of these, too, in a Delphi-like Inquiry which we conducted in 1975-76 among some 350 respondents from various fields of social science, education, business, and government, in the hope of uncovering obstacles to economic understanding and discerning remedies.

I. The Complaints to be Considered

We propose, rather, to consider here the alleged arrogance among economists in their "solutions" to social problems and in their forecasts of economic quantities. We have often heard tell about how if we who are economists were all laid end to end, we still would not reach a conclusion and even about how if we were all so laid, it would be a good thing. Nevertheless, before our Inquiry we did not realize how important a factor our perceived arrogance and disagreements were in sustaining a revulsion among educators and others against the economics education we consider so essential. One businessman participant in the Inquiry identified our obstacle as "the fact that the economics system is quite complex and economists themselves find it so!!!"

The reality of the obstacle was evidenced to the end of the Inquiry, in that no less than 28% of 32 school administration participants, 18% of 28 social studies curriculum specialists, and 20% of 15 non-economist social scientists, continued to find that the most appropriate action to overcome economic illiteracy was simply the promotion of deeper and more widespread insight into just *why* economic understanding or economics education is, and is not, *important*. The significance of this finding is enhanced when it is noted that the only more popular suggested actions among the rival possibilities were improvement of the curriculum and teacher training in economics!

Of the more than 200 participants who considered the general understanding[1] of economics, and of its applicabilities, to be either unsatisfactory or very unsatisfactory, 16% specified in responding to our second questionnaire that differences in opinions among economists were one of the three primary reasons why economic literacy had not become greater. This was the view, too, of no less than 23% of the 51 respondents who considered that such understanding was somewhat lower or considerably lower than 10-12 years earlier.

Perhaps the most vivid evidence of the obstacle comes from participants' first identifications, free style, of the most important reasons why economic literacy had not become greater. We quote a school administrator: "Many people view economics as a very inexact science;" a curriculum specialist: "Professional economists...are so often confused and wrong that *economics is not respected*" (his emphasis); a non-economist social scientist: "Many more distrust the arrogant science! You can fool some of the people some of the time, etc.;" a school board member: "Economists themselves having such divergent views on solving problems;" and even a governmental economist: "Poor forecasts."

In the latter vein Secretary of the Treasury William E. Simon has said: "I sometimes think that economists use decimal points in their forecasts to prove they have a sense of humor" (24, 1975, p. 4).

II. Validity of the Complaints

The skeptics, moreover, are well sustained by our occasional philosophers in the field of economics. W. C. Stubblebine has written: "... the social scientist is hopelessly lost as a scientific ranker of outcomes - whatever be his competence as a generator of theories of outcomes" (emphasis his) (25, 1972, p. 42). Hiw view echoes Lord Robbins': "... there are no economic ends. There are only economical and uneconomical ways of achieving given ends" (20, 1969, p. 145) and John Neville Keynes': "There should be no vagueness on the question whether political economy... treats merely of what is, or asks further what ought to be...Misunderstanding on these points has led to a misunderstanding of economic truths themselves, and has consequently impaired the influence and authority of economic science" (11, 1955, pp. 3-4).[2]

F. H. Knight wrote as to forecasts: "Change is unreal, or insofar as there is real change, the world is knowable only historically, the future is unpredictable" (12, 1924, p. 234). W. A. Jöhr and H. W. Singer, with many others, concur: "...forecasting in economics on the basis of empirically established laws is - apart from a few exceptional cases - impossible" (9, 1955, p. 64).[3]

Do the massive, new, econometric models vitiate these conclusions? Otto Eckstein writes: "...it must be understood that the future is not knowable by mortals or models" and "There is still lots of forecasting error, although we are hopeful we can reduce it. Further, there is still sufficient variation among the major forecasts, both in and out of government, to assure a diversity of views!" (2, 1976, pp. 16 and 19, our exclamation point).

Teachers in the schools, textbook writers, political scientists, sociologists, businessmen, and politicians, to be sure, also neglect such strictures of philosophers and economists, but failings on their part provide no more defense for economists and economics educators than they do for these other offenders, thoughtless or deliberate.

Our Inquiry showed that economists themselves were also concerned as to the limits of their science. Of 63 responding economics educators 16% found the most appropriate action against economic literacy to be the promotion of deeper and more widespread insight as to just why economic understanding is, and is not, important. Of 27 economists, ones not primarily economics educators, 15% concurred. Again the meaning of these findings is enhanced when it is recalled that the only more popular suggested actions were improvement of the curriculum and teacher training in economics.

III. Our Intentions

There was nevertheless apparent little intent of economics educators to obfuscate the science. In free choices from listings of many possible characteristics of economics education, 44% of 41 respondent economics educators (opposed by 2%) advocated objectivity and freedom from bias in economics education; 37% versus 5% advocated the distinguishing of values from science; and 49% versus 2% advocated teaching to distinguish the economically-false. Only 12%, versus 61%, nevertheless suggested the advocacy of free enterprise.[4]

A basis for the general aversion to economics education which we have noted is suggested, however, by an only limited rejection by the economics educators of the specification, "solve (or purport to solve) social problems" (17% pro versus only 24% con). This finding may, or course, reflect widely-promulgated, albeit erroneous, specifications of this purpose for economics education and our failures to develop any well-understood alternative.[5]

Views like those of 13 other economists, ones not primarily economics educators, may even more underlie the general aversions we have cited. Although these economists also claimed to advocate objectivity and freedom from bias, 38% to 0%, they no more than tied at 8% to 8% as to distinguishing values from science, and they advocated the solving, or purporting to solve, social problems by 31% to 23%.

Our evidence is scantier as to the economists' own views about forecasts, if only because our inquiries as to them were fewer and less specific. Although economics educators, 48% to 9%, and other economists, 75% to 0%, advocated making clear why economists disagree, the other economists would still avoid making clear that there is a science of economics (25% pro making clear, versus 42% con).[6]

IV. Sources of the Failings

It is of course possible that economists, more than economics educators, are reflecting embarrassment about the uncertainties of economics conclusions in comparison with those of the natural sciences, no matter how unjustified such embarrassment may be. True, economists are restricted in the making of controlled experiments. On the other hand, they enjoy a fertile, added source of information through self-consideration of what their own reactions would be to economic events, a source of information which the natural sciences lack.

Controlled experiments themselves do not, moreover, provide all the answers. Just ask a physicist when and to what spot a particular apple will fall from the tree. All his knowledge of the laws of gravitation, rates of evaporation, and so on, will afford no specific answer. Physicists' proper forecasts will take the form of economists' - not only economists are found seeking real-world answers in worlds of ceteris paribus!

It is our belief, however, that the apparent failings of economists arise more importantly from unwarranted extensions of a stance they develop in their activities as professional economists. They are asked professionally to predict the effects of economic actions and to forecast economic conditions. This work is characteristically based upon controlling values assumed for the purpose and upon recognition by their employers that the future is in fact hidden from all of us. The problem for economics education then arises from the thoughtless propoundment of such judgments and forecasts to broader audiences which do not similarly comprehend how provisional they must necessarily be.

We certainly found no lack of concern among economists as to the state of economic literacy. Only one of 39 economists other than economics educators deemed economic literacy among the general public as less than critically important (28%) or highly desirable (69%), and 89% of them considered the general understanding of economics, and its applicabilities, among persons graduated from high school as unsatisfactory (56%) or very unsatisfactory (33%).

V. Our Suggestions

Our primary conclusion from the Inquiry findings we have here reviewed is that economics educators and economists should learn to restrict drastically their recommendations and prognostications to the public and in education, or failing that, make clear again and again the tenuous foundations upon which they stand.

Values inevitably differ among us, and correspondingly then, so must differ our judgments in economic matters and our "solutions" of social problems. Moreover, the future is secreted from all of us. In these circumstances we can properly do no more than try to help our clients to understand.[7]

All of us, moreover, could learn to view with some disdain those among us who fail in these regards, be they economics educators, other economists, other social scientists, or other educators, for in the words of M. N. Rothbard: "...(the economist) can explain the workings of the market economy (a vital task, especially since the untutored person tends to regard the market economy as sheer chaos), but he can do little else" (21, 1970, p. 189, his emphases). Or in the words of Knight: "The intelligent application of (the formal principles of economic theory) is a first step, and chiefly significant negatively rather than positively, for showing what is "wrong" rather than what is "right" in an existing situation and in any proposed line of action" (13, 1956, pp. 176-177).

Such a posture of economists and economics educators may at first seem to be vacuous, but it is still the only justifiable hope that we have. Certainly we cannot compete on their terms with the poets and romanticists who capture our children's imaginations from their earliest years. We can compete, however, whenever rationality is honored, and because of the authority of the mind, we can expect then to be the victors. Still, we must constantly beware that we ourselves maintain rationality, ever graced by appropriate, scholarly humility, whether in prescription or in forecast.

In this stance, too, there can be romance: else there might have been no third term, "Utopia", in the title of Robert Nozick's masterwork, Anarchy, State, and Utopia (18, 1974). As economists we may not solve, nor purport to solve, social problems, nor forecast what the future may hold, but then neither can anyone else. We can, however, be guides to clearer understandings of the worlds in which we live and therefore to our more rational actions in these worlds, based upon our individual hierarchies of values, and we can hope, then, that our lives will be more satisfying to us and that our social decisions will in some sense be "better" than the ones to which we have become all too accustomed.[8]

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FOOTNOTES

1. Specified to refer to that among persons who have been graduated from high school.

2. Cf. as to this and the succeeding paragraph: Buchanan (1, 1969, esp. pp. 53-55), Hurwicz (6, 1976, esp. p. 2), Hutchison (7, 1960, esp. pp. 69 and 162), Hutt (8, 1936), Johr and Singer (9, 1955, esp. p. 64) J. M. Keynes (10, 1936, esp. p. 298), J. N. Keynes (11, 1955, esp. pp. 3-4, 50 and 52), Knight (12, 1924, esp. pp. 234 and 251) and (13, 1956, esp. pp. 176-7), Liebhafsky (14, 1968, pp. 3-22), Morgenstern (15, 1937), Morgenstern et al. (16, 1973, esp. p. 185), Papandreou (19, 1958), Robbins (20, 1969), Rothbard (21, 1970, esp. pp. 189-190), Samuelson (22, 1962, p. 70), Schoeffler (23, 1955, esp. p. 171), von Mises (26, 1962, esp. pp. v, 59, and 68).

3. Cf. items identified in footnote 2.

4. The first percentage of each pair is of those eligible to make choices in the area who suggested the seeking of the item, and the second the avoiding of the item. The missing percentage, to 100%, is of those who elected not to choose either of those alternatives.

5. For example, Economics Education in the Schools...a Report of the National Task Force on Economic Education stated that its "...primary mission... was to describe the minimum understanding of economics essential for good citizenship..." and: "Consider, for example, some of the economic issues... inflation, recession and unemployment, a lagging rate of economic growth... the 'farm problem'... (17, 1961, pp. 4 and 7).

6. Pedagogical considerations rather than economic judgments may, however, underlie this finding.

7. One process for clarifying the relationships of values to economic questions is presented in R. V. Horton (3, 1972).

8. We thus conclude with a paraphrasing of a "consensus" statement of the goal and rationale of economics education which was the subject of rather remarkable support by separate groupings of economists, social scientists, educational administrators, and others in a Delphi-like Inquiry which we conducted in 1973-1974 (4, 1975 and 5, 1975).

DRAFT

IV. ARTERIES TO ECONOMIC LITERACY

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IV. ARTERIES TO ECONOMIC LITERACY

Robert V. Horton and Dennis J. Weidenaar*

This part IV is directed primarily to educators and school personnel including school administrators and school board members. It is the most inclusive reflection of the Inquiry (textually, at least) which appears in this volume. Accordingly it contains material which may also prove of interest or value to other persons directly or indirectly involved or concerned with economics education.

I. What the Inquiry Questionnaires Sought

In the latter part of 1975 we conducted a Delphi-like Inquiry[1] among 350 participants in an attempt to identify the principal obstacles to achieving general literacy in economics and the actions which might be taken to surmount them.[2] The participants included social studies teachers in the schools, social studies curriculum specialists, trainers of social studies teachers, school administrators, school board members, economics educators, other economists, other social scientists, businessmen, and governmental personnel.[3]

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* The authors acknowledge with thanks the helpful comments of their associate, Peter V. Harrington, upon an earlier draft of this paper. He is not implicated, however, in its conclusions.

[1] An inquiry in which statistical data and comments as to respondents' views expressed in one questionnaire are relayed back to them with a successor questionnaire. The process is repetitive with the purpose of developing eventually a composite opinion shared by the individual respondents in the light of reactions of others. Such inquiries vary of course in the basic question or questions to which they are directed. The Inquiry here is called "Delphi-like," because it was not directed to prediction as to the future.

[2] Further aspects of the Inquiry process are indicated in Part V of this volume and the appended Exhibits.

Questionnaire #1 of the three which comprised the Inquiry sought information as to the primary occupations of the participants and certain other of their affiliations and activities; their views as to the state and importance of economic literacy; their views as to a definition of economics education;[4] and their free-style suggestions of reasons why economic literacy had not become greater.

Questionnaire #2 was accompanied by information for participants as to the findings from Questionnaire #1. This information was detailed as to the obstructions to economic literacy suggested in participants' responses to Questionnaire #1. Questionnaire #2 itself listed nine possible obstructions which encompassed almost all of the participants' free-style suggestions in Questionnaire #1, including all of the frequently-stated ones, and requested that the participants make a primary choice and two secondary choices from among them. It thereupon sought free-style suggestions of the actions which the participants believed would best counter one or more of the obstructions listed, of characteristics of that action considered most essential or helpful, and of the rationale for that action as so characterized.

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[3] A listing of the names of participants, with their principal affiliations, appears as the appended Exhibit V in this volume.

No rigorously objective selection of prospective participants was undertaken, since our primary objective was to attract participants with varied backgrounds who would continue to think along with us and even modify their original views. Of course, we did originally consider backgrounds, geographical factors, etc., subjectively. Self-selection in any event would seem a possibly more significant source of distortion than the original listings, although 56% overall of our original invitees answered the first questionnaire and 44% even the last.

[4] The definition remained unchanged throughout the Inquiry: "activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education."

Questionnaire #3 was accompanied by statistical and extensive other information for the participants as to the findings from Questionnaire #2. It requested primary and two secondary choices of actions which would best counter, at lowest relative cost, one or more of the important obstructions to economic literacy as developed by Questionnaires #1 and #2. The nine possible actions listed in Questionnaire #3 for the participants' choices were derived from the suggestions in responses to Questionnaire #2, and they encompassed almost all of the free-style suggestions found there, and again all of the frequently-stated ones. Finally, pertinent characteristics stated free-style by the participants in Questionnaire #2 were listed relative to the various actions individually, and participants choosing an action were asked to mark as many of those pertinent characteristics as they believed should be sought or avoided for the greatest effectiveness of the action relative to costs.[5]

II. What We Report Here

We do not attempt in the text which follows to report upon all of the findings of the Inquiry, nor to specify all the information which we developed collateral to them. We omit, for example, overall statistical data as to the participants' specifications of obstructions to economic literacy; some definitions of terms; material as to a goal, or general objective, and rationale for economics education; and extensive, but still selected, additional statistics, which may nevertheless be found in the appended Exhibits in this volume.

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[5] The listed characteristics for the various actions varied in number from 25 to 41.

We proceed to report, however, upon the perceived importance and status of economic literacy among different classes of participants (III), their choises of actions for more efficient economics education (IV and V), and of characteristics of economics education which participants believed would best contribute to that result (VI), ending with a Summary and Conclusion (VII).

In proceeding we will of course often reflect both statistical data from the Inquiry and participants' comments, but we will also on occasion quote from authorities and even offer our own opinions based upon the Inquiry findings and our experience over some years now in economics education. Although we of course wish ourselves success in all this, we expect nevertheless that not every reader will be in agreement with everything which may be asserted.

III. Participants' Views as to Economic Literacy

Concern among the participants in the Inquiry for economic literacy ran, like the river Mississippi, both deep and wide. It was said to be either critically important or highly desirable by no less than 79% of those in any of the separate vocational groupings, including those of social studies teachers, curriculum specialists, school administrators, school board members, teacher trainers, and economics educators. Indeed, at least 50% of the teachers, the administrators, the board members, and the economics educators saw it as critically important.

The general agreement disappeared, however, in responses concerning the perceived level of economic literacy. Businessmen and governmental personnel overwhelmingly believed that economic literacy among persons graduated from high school was either unsatisfactory or very unsatisfactory. But at the other extreme, progressively rising from only 44%, were social studies teachers

TABLE I

OPINIONS BY CLASSES OF PARTICIPANT AS TO ECONOMIC LITERACY AMONG PERSONS GRADUATED FROM HIGH SCHOOL

Participant Grouping	No.	Satisfactory	Unsatisfactory	Very Un-satisfactory	Total of Unsatisfactory or very Unsatisfactory
Econ. other than ec. ed.	39	0%	56%	33%	90%
Businessmen	56	2	43	45	88
Gov't. personnel	30	0	63	20	83
Soc. st. tchrs.	23	9	35	9	44
School adm.	36	6	53	6	58
Curr. spec.	33	6	42	21	64
Sch. bd. mem.	25	0	36	32	68
Econ. ed.	72	1	50	28	78
Other soc. sc.	18	0	56	22	78
Trainers of tchrs.	26	0	69	12	81

school administrators, curriculum specialists, school board members, economics educators, other social scientists, and trainers of teachers, as shown in TABLE I. Nevertheless, only small percentages of the teachers, administrators, curriculum specialists, and economics educators, and none of the trainers of teachers, board members, or other social scientists, considered economic literacy to be satisfactory. Not one participant in any grouping considered such economic literacy to be excellent.

Are some of the revealed disparities possibly explained by pride or self-interests in the work in which respondents were themselves engaged?

That factor may even more lie behind our finding that no more than 15% of any one of the educational groups judged such literacy to be lower than 10-12 years earlier, although 32% of the businessmen and 27% of the governmental personnel judged it to be.

IV. Is Our Educational System the Answer?

It is evident, then, that businessmen, governmental personnel, and others are unhappy with what they perceive economics education has achieved, although only one of our participants, a social scientist, put his view so strongly as: "Since the obstacles are the same in virtually every other field (of education), the only effective solution would be total reorganization of the educational system." However, even a social studies teacher ventured: "Fundamental educational questions are the same as always and unanswered."

The more general dissatisfaction with economics education in the schools and colleges was revealed by participant suggestions in responding to our last questionnaire of the most efficient action for overcoming economic illiteracy. Instead of social studies curriculum improvement, social studies teacher education in economics, or student courses in economics, there were first preferences as follows either for developing more widespread insight into just why economic understanding or economics education is, and is not, important, or for promoting economic understanding among the general public or among news and other media personnel:

Participant Grouping	Percentage of First Choices for Actions Specified in Text Above
Businessmen (43)	46%
Governmental personnel (18)	39%
Economics educators (63)	38%
Other economists (27)	44%
Other social scientists (15)	40%

Corresponding findings for the other educational area groups were:

Participant Grouping	Percentage of First Choices for Actions Specified in Text Above
Curriculum specialists (28)	22%
Trainers of teachers (21)	24%
Social studies teachers (19)	26%
School board members (17)	32%
School administrators (32)	53%

We suggest that denizens of the educational world ponder these findings, in the public interest, to be sure, but as well now, in their own particular interests.

V. What Shall We Do?

Whatever was innovational in form or in emphasis among the popularly-suggested corrective actions appeared only in those which would involve the present educational establishment least directly. The directive to determine and promulgate why economics education is, and is not, important was unexpected, while the emphases put upon economics education of the general public or of media personnel were greater than was expected.

But the best-supported proposals, ones involving the traditional educational areas, were ones already well known and widely practiced: improve the curriculum, train teachers in economics, and offer, promote, or require student courses in economics education. The pertinent data appear in Table II.

The action receiving strongest support was curricula improvements. Only social studies teachers, other economists, and businessmen preferred teacher training in economics. Student education in economics was the weakest contender of the three possibilities, although its relatively stronger support among economics educators, other social scientists, other economists, businessmen, and even curriculum specialists and trainers of social studies teachers, may be of significance.

TABLE II

Participant grouping	No.	SUGGESTED MOST EFFICIENT ACTION[a]			
		Improve curricula[b]	Tchr. ed. in econ.[b]	Stud. courses in econ.[b]	Total of the three[c]
Soc. st. tchrs.	19	26%	42%	5%	74%
Curr. spec.	28	36	32	11	79
Trainers of tchrs.	21	43	24	10	76
Sch. adm.	32	25	19	3	47
Sch. bd. mem.	19	47	10	10	68
Econ. ed.	63	30	18	14	62
Other econ.	27	11	33	11	56
Other soc. sc.	15	33	13	13	60
Businessmen	43	19	23	12	54
Gov't. personnel	18	28	28	6	61

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[a] I.e., the one which would best counter, at lowest relative cost, one or more of the specified obstructions to economic literacy.

[b] The actual items were: Improve the social studies curricula in the schools (excluding courses and units in economics education per se); promote the economic literacy of teachers of social studies (excluding teachers of courses in economics education per se), by requirements or by encouragement; and extend the taking by students of course(s) in economics (economics education) per se, by requirements, promotions, or offerings.

[c] The remainder percentages, to 100%, were in support of other actions mentioned in the text (IV above).

Were the teachers perhaps unduly motivated by self-interests to secure advanced training? Were other economists glorifying or attempting to promote their own teaching activities?

The indicated discouragement with traditional educational activities is of course echoed in the lower totals in TABLE II of the combined preferences of businessmen, other economists, other social scientists, governmental personnel, and perhaps most discouragingly, school administrators.

A. Social Studies Curricular Improvements?

Curricular deficiencies certainly exist,[6] and they have been the subject of continuing attack, as in the Developmental Economics Education (DEEP) projects of the national Joint Council on Economics Education, its current Master Curriculum Guide Project under the chairmanship of Dr. W. Lee Hansen of the University of Wisconsin, and many others.

Participants in our Inquiry argued that curriculum improvement creates better guides both for teachers and students, one of the participants noting that a course will seldom be better than its text. Moreover, work on curriculum materials in itself may involve relatively low costs and losses of time.

There is room for concern though, that 73 of those choosing this alternative rejected, 49% to 20%,[7] the thought that student time for economics education should be mandated, and 48% to 6%, that the use of resultant improved materials should be mandated. We do not question the reality of the concern as to economics illiteracy generally, as to poor materials, or as to teacher inadequacies, but only the cavalier reluctance shown here to take positive actions. Freedom and initiative are valuable, but so is accomplishment.

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[6] Well evidenced by the four social studies textbook and materials reviews sponsored by the Joint Council on Economic Education, Economics in Social Studies Textbooks (New York: Joint Council on Economic Education, 1973).

[7] The remaining percentage, to 100%, is of those who did not elect to make either of the proferred choices as to this particular item, although responding to others of the many items similarly listed.

Moreover, those who prefered curricular improvement thought, 62% to 1%, that teachers should participate in various aspects of curricular planning and 75% to 3% that teachers themselves should be trained in economics (or even the best materials would be ineffective, one participant said). To the extent that these last views are accepted, the choice of curricular improvement becomes in reality a choice both for it and for teacher training in economics, with the problems and costs of both, as outlined in the succeeding section, accompanying their combined advantages.

B. Social Studies Teacher Training in Economics?

Conversely, those who preferred teacher training in economics may oftentimes, too, have been presuming concurrent curricular improvements. "We must affect teacher attitudes before hitting at students" and "Teachers teach what they know and are at ease with," participants wrote. Possibly the two actions are inextricably tied together, for even the best teachers, too, will still be requisitioners of good materials.

But whether we think of teacher training alone, or in conjunction with curricular improvement, the costs balloon for what was said to be needed. For example, the 65 participants who preferred teacher education strongly prescribed both pre-service and in-service training (82% to 5%), with 54% to 5% support for released time for the latter, and 31% to 9% and 28% to 14% support, respectively, for the refunding of tuitions and the providing of stipends. Moreover, there was 80% to 2% support for also training well in economics the college trainers of social studies teachers.

Disquietude is engendered here, too, by the 72% to 0% opinion that the training should be geared to attract and interest teachers and only 26% to 8%, to the needs of economics education itself.

Nevertheless, teacher training institutes and workshops of many varieties, sponsored and supported by many different institutions, public and private, have been an important feature of the economics education movement since World War II. When, if ever, will we so train prospective teachers that they need not constantly be retreaded? An economist participant who is a veteran in economics education wrote: "Current efforts to (train) our teachers through summer workshops and in-service institutes are all right but only long range solution is better preservice education. Also preservice economics education represents a more efficient use of scarce educational resources...we do need both until adequate pre-service does most of the job..."

C. Student Economics Education Courses Per Se?

Thus we come to consider the possibilities in student economics education courses per se. They may be said to be more disruptive of established curricula, or at least of the formal divisions of curricula, than is the integration of some economics into unchanged, larger curriculum units or the mere training of social studies teachers to recognize and utilize economic reasoning in their established courses as they go along. It is also clear that the worlds of experience of students and all the rest of us are not segregated units in economics any more than they are in history, problems of democracy, government, political science, geography, sociology, or anthropology.

There is, nevertheless, a discipline of economics which yields an understanding greater than that of its parts. For example, even a thoroughgoing study of supply and demand alone would yield no understanding that economic systems exist and no overall understanding of how they work.[8] With the general recognition of the importance of economic understanding already cited there arises, then, a positive argument for separate courses in economics. Otherwise, also, as one participant noted, economics teaching becomes "hit or miss," and no overall view of the economic world is developed.

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[8] See part VI D below.

A further argument for separate courses in economics is the necessity somewhere to break into the "pervasive economic illiteracy...constantly regenerated by parents, teachers, the media, and others who are economically illiterate." This obstacle to economic literacy was deemed primary by 15% or more of the participating school administrators, trainers of social studies teachers, social studies teachers, businessmen, and governmental personnel, and by 18% of the 137 participants who considered general economic literacy to be critically important.

Finally, although social studies materials improvements by themselves may be relatively prompt and inexpensive, their actual curriculum impacts, as well as the effects of social studies teacher education in economics, must obviously be long in coming. Adoptions and use of improved textual materials, and the successful completion of the training of thousands of experienced and new pre-service teachers, are not things to be achieved overnight. In these circumstances high school economics courses may be seen by some of us to promise more immediate social effectiveness.

Although the support for student courses in economics, as shown in TABLE II, was relatively limited, it was clearly a support of convictions. Two high school courses in economics, rather than just one, were supported by 37% of the 27 proponents of student economics as the primary action, with 11% opposed. A total of 41% of the 27 supported extended economics education even at the cost of reduced attention to other social studies or history, although 22% of them were opposed. Moreover, 26% of the 27, versus 11%

opposed, favored at least temporarily substituting in-service institutes, etc., for economics teachers for the more popular ones now for other social studies teachers.

VI. Some Prescriptions for Economics Education Anywhere

In addition to the foregoing findings as to areas of action for more efficient economics education, the Inquiry yielded meaningful information as to certain desirable or undesirable characteristics of economics education regardless of the area where they are to be applied. As heretofore stated in I above with reference to Questionnaire #3, choosers in the Inquiry among various actions were provided opportunities to suggest the seeking or avoiding of numerous possible characteristics of the primary action they preferred. In many cases these characteristics were identical among the various actions.[9] Combining them, we can ascertain broad views among the participants as to many of the possible general characteristics of economics education.

Our own views as to these characteristics, based upon the Inquiry findings and our own experience in economics education, are that we must establish a specific goal and determine just why economic literacy is and is not important; that we must distinguish economics education from consumer education, career education, etc., and by no means purport to solve social problems; that we must identify what knowledge, skills, and attitudes make up economic literacy; that we must make clear that economic systems exist and just how they work; that we must stick to the most important things, the immutable things, and the simple things and make repeated applications of them; that we must teach to distinguish the economically false and expose and illustrate economic illiteracies; that we must avoid the descriptive approach; that we must distinguish values from economics and other science; and that we must strive to avoid all advocacies, except those inherent ones of rationality and the dignity and value of the individual.

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[9] In a few cases, phraseology varied.

We proceed, however, through the remainder of this section VI to review the findings in some detail. The percentages of choices, by groupings of participants, of the particular characteristics to be sought or avoided are set forth in TABLE III. The missing percentages, to 100%, are again of those who did not elect to respond to the particular item.[10]

Neither these data nor our comments are intended as directives. However, regardless of the sizes of the percentages stated or of the differences between pairs of them (or even of our own conclusions as revealed!), they merit consideration and resolution, we believe, by any proponent or practitioner of economics education. They raise questions which will inevitably be answered for every economics education project, the only option open to any of us being merely whether they are to be answered by indirection or by rational consideration. Questions like this do not disappear just because we may ignore their existence.

A. #1: Establish specific goal(s) of economics education.

#2: Establish just why economic literacy is important

The 3 to 1 or greater support generally for goal specification, although surprisingly large, is of course pleasing to us as conductors of a Delphi-like Inquiry as to this question in 1973-1974. The 23% to 27% exception in

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[10] The population eligible to make such a choice varied from action to action, and the percentages in all cases are of the eligible totals, except in the few cases where an eligible participant did not mark any of the pertinent characteristics.

TABLE III

CERTAIN CHARACTERISTICS OF ECONOMICS EDUCATION, AS CHOSEN TO BE SOUGHT AND AVOIDED BY CLASSES OF PARTICIPANTS

The first percentage is of those who would seek the characteristic, the second of those who would avoid it; the missing percentage to 100%, is of those who made no choice as to the particular item

Characteristic (The actual items are set forth before the pertinent sections of Part VI of the text)	Class of Participants									
	Soc. St. tchrs.	Curr. spec.	Trainers of tchrs.	Sch. adm.	Sch. bd. members	Econ. educ.	Other econ.	Other soc. scientists	Businessmen	Governmental personnel
#1. Establish goal(s)	56% 0%	41% 14%	72% 6%	73% 0%	56% 6%	62% 2%	23% 27%	50% 17%	42% 10%	57% 7%
#2. Establish why important	50 6	54 0	67 6	68 0	56 0	67 4	50 4	42 17	63 3	71 0
#3. Distinguish from business	0 25	20 60	0 67	17 42	50 0	42 21	50 12	25 50	36 21	60 0
#4. "Solve" social problems	36 18	50 29	23 15	19 12	19 31	17 24	31 23	40 50	11 43	22 44
#5. Identify what makes up ec. lit.	61 6	63 11	90 0	81 3	42 21	63 2	62 4	53 0	49 14	62 0
#6. Teach econ. systems exist	60 0	50 0	40 20	69 6	100 0	70 0	83 0	100 0	65 10	67 0
#7. Stress how systems work	50 0	50 0	50 0	25 12	100 0	59 9	64 0	75 0	80 0	80 0
#8. Stick to the important	50 0	50 25	25 0	50 0	29 0	64 0	73 0	50 0	35 15	40 0
#9. Stick to the immutable	9 18	[illegible] 21	0 31	6 38	6 31	5 20	8 23	0 40	4 39	22 11
#10. Stick to the simple	18 9	29 14	23 8	19 19	25 12	32 15	38 8	30 40	54 18	22 33

TABLE III (continued)

Characteristic (The actual items are set forth before the pertinent sections of Part VI of the text)	Soc. St. tchrs.	Curr. spec.	Trainers of tchrs.	Sch. adm.	Sch. bd. members	Econ. educ.	Other econ.	Other soc. scientists	Businessmen	Governmental personnel
	Class of Participants									
#11. Make repeated applications	50% 0%	50% 25%	50% 0%	25% 0%	57% 0%	59% 0%	46% 0%	75% 0%	55% 0%	40% 0%
#12. Tch. to distinguish econ. false	46 0	50 0	15 0	25 19	56 6	49 2	62 0	40 0	50 7	78 0
#13. Expose econ. illitercies	80 0	17 17	40 20	50 25	33 33	35 9	58 0	60 20	45 15	50 17
#14. Stress facts	9 18	7 64	15 31	0 44	31 19	17 34	15 31	20 40	43 4	33 22
#15. Show why econ. disagree	20 20	50 17	20 20	50 19	67 0	48 9	75 0	60 20	35 25	67 17
#16. Distinguish values	27 9	57 14	23 31	12 19	25 12	37 5	8 8	50 30	32 14	56 0
#17. Show is an econ. science	0 20	0 50	0 20	44 6	83 0	35 13	25 42	40 40	20 35	50 17
#18. Be unbiased	36 9	50 0	38 0	25 0	50 12	44 2	38 0	60 0	57 4	56 0
#19. Exc. as to rationality	18 -	36 -	15 -	25 -	6 -	15 -	8 -	0 -	4 -	0 -
#20. Exc. as to dignity of individual	9 -	29 -	15 -	31 -	6 -	12 -	15 -	10 -	4 -	0 -
#21. Advocate free enterprise	0 64	14 50	8 38	6 31	50 25	12 61	8 54	10 60	61 18	44 22

the case of other economists is equally a surprise and a conundrum. Even ignoring that, however, we know from our earlier Inquiry that the mere recognition that goals should be chosen does not mean either that the necessity of a single goal is recognized or that the goals we seek are identical. We offer here only one bit of authority for goal specification, Marcus Aurelius': "For nothing should be done but to some certain end."[11]

The interrelated call in our Inquiry for establishing just why economic literacy is important (#2) echoes the action suggestions as to this matter mentioned earlier, but its generally broad and deep support is made even clearer in TABLE III. Other economists in answering as to this item conformed to the general pattern as they did not in answering as to #1.

B. #3: Distinguish economic literacy from ability in the marketplace ("....it is not the business of economists to teach...brewers... how to make and sell beer"[12])

#4: Solve (or purport to solve) social problems.

The importance of the A items above is illustrated by the negative votes as to item #3, which suggest that the distinction between business and economics is not adequately recognized. School administrators presumably confuse vocational and business education with economics education, as do also social studies teachers, curriculum specialists, trainers of teachers, and even other social scientists. This finding suggests that consumer education and investment education are also considered to be economics education. We believe that diversions into these areas are an important handicap to success in economics education, although they may sometimes yield, too, some modicum of authentic economics education.

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[11] Marcus Aurelius, Meditations. Translated by Meric Casaubon. (London: J. M. Dent & Sons, Ltd., 1935), p. 92.

[12] A. C. Pigou, "Empty Economic Boxes: a Reply," Economic Journal 32 (December 1922): 463.

The importance of the A items above is also well illustrated by the suggestion of #4 that economics education should be aimed to solve or purport to solve social problems. Only economics educators, other social scientists, school board members, businessmen, and governmental personnel would avoid this widely-supported chimera. We will revert to it later in a second setting.

C. #5: As a basis, identify what knowledge, skills, and attitudes make up economic literacy.

Support was general and impressive for this essential to successful economics education. The Task Force report[13] has despite its faults been an important resource in the field, and it is currently being supplemented, at the least, by the Master Curriculum Guide Project we have already mentioned.

D. #6: Make clear an economic system exists - under all political systems and in all societies and environments.

#7: Stress overall picture of how economic systems work.

Recognition of the importance of the overall view of economic systems was general and deep, but in places somewhat less developed in the professional world of education than among school board members, economics educators, other economists, other social scientists, businessmen, and governmental personnel.

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[13] National Task Force on Economic Education, Economics Education in the Schools (New York: Committee for Economic Development, 1961).

Where lacks of appreciation of the importance of the overall view and of understanding how economic systems work, as discussed in VC above, exist, they may well be factors in the aversions encountered among school personnel to more valiant approaches to economics education.

E., #8: Stick to the most important things.

The injunction to stick to the most important things was broadly supported, but not always strongly in the educational world nor among businessmen. We would solicit from everyone the strong support already found here from economics educators and others. Thus we concur with one economics education participant supporting the prescription who wrote: "....do a few concepts very well (Whitehead) regardless of student goal."

F. #9: Stick to the immutable things.

Perhaps in consolidating the free-style suggestions which participants made earlier in the Inquiry, we should have been more careful and have referred in this item of Questionnaire #3 to "relatively-immutable things." But some participant doubts as to this item apparently ran a deeper course. A trainer of social studies teachers noted: "....you can't be serious!" and a social scientist: "....economics principles are not immutable but change with time and circumstances."

Yet basic economic principles, fortunately for our students and for our goal of economic literacy, are at least as immutable as those of other sciences - and not only those of the social variety. We do have a framework for our students' understanding that promises relatively permanent values to them. As J. N. Keynes said: "Abstract economics... (discusses) certain fundamental principles that are universal in the sense of pervading all economic reasonings;[14]

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[14] John Neville Keynes, The Scope and Method of Political Economy. 4th. ed. (New York: Kelley & Millman, 1955), p. 311.

W. S. Jevons, as quoted by J. N. Keynes: "....those general laws which are so simple in nature and so deeply grounded in the constitution of man and the outer world, that they remain the same throughout all those ages which are within our consideration;"[15] and W. H. Hutt: "....the truths of classical economics ... hold and are equally relevant for the understanding of all historical periods and under all economic frameworks."[16]

G. #10: Stick to the simple things, the comprehensible ones.

Again, the statement above might seem self-evident when we refer to general education, but it apparently was not, especially to school administrators, other social scientists, and governmental personnel. In contrast, a businessman participant wrote: "Yet Economics covers...the 'big picture,' ignoring nearly all that the average person considers important, at least important to him;" an educator: "The failure of economists to recognize that a few basic economic principles 'work,' and the complex scholarly structures don't, in policy making;" and an economist: "Our (economic professionals') problem is that we often 'impress' our beginners right out of any further interest in economic study and application."

These quoted partipants have authoritative support. W. Bagehot is quoted by J. N. Keynes: "....the maxim of science is simply that of common sense - simple cases first"[17] and Towers, Perrin, Forster & Crosby, consultants to management, have currently urged "...economic messages that 'think small'."[18] But perhaps authority from outside fields is even more impressive. Gerhart Niemeyer writes: "According to Collingwood's dictum, it is the function of philosophy to simplify the mind, and to protect it from false complexities;"[19] and Martin Luther said long ago about preaching (teaching?): "Center on the shortest and simplest points, which are the very heart of the matter, and leave the rest to God."[20]

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[15] Ibid, p. 142.

[16] W. H. Hutt, Economists and the Public (London: Jonathan Cape, 1936), p. 113.

[17] Keynes, op. cit., p. 246.

[18] Towers, Perrin, Forster & Crosby, Letter. U. S. Ed. 137 (1976).

H. #11: Make repeated applications of them (the most important things, the immutable things, and the simple things).

One strong argument for the important, the immutable, and the simple is to leave time for repeated applications. The learning of economic concepts and relationships alone is sterile: they have importance for ordinary life only in their applications, their aid to understanding. The need is to be able to sense the economic side of things, so that economic theory can then be usefully applied.[21]

It is perhaps surprising, then, that school board members and businessmen, with economics educators, better recognized the value of this prescription than did either school administrators or curriculum specialists.

J. #12: Teach to distinguish the economically false.

#13: Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions)

The two interrelated items stated above were broadly supported, although school administrators and trainers of social studies teachers were less concerned in the first case than were, for example, school board members, social studies teachers, curriculum specialists, economics educators, businessmen, or governmental personnel. Support in the second case was markedly lower than in the first among curriculum specialists and school board members, although higher among social studies teachers and school administrators, for example.

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[19] Gerhart Niemeyer, Letter to the Editor, *The Intercollegiate Review*, 11 (Fall, 1975).

[20] Martin Luther, as quoted in *Time* 89 (March 24, 1967): 74.

[21] Rendigs Fels, "Developing Independent Problem-Solving Ability in Elementary Economics," *American Economic Review* 64 (May 1974): 403-407.

The occasional lower levels of support in the second case suggest there may exist in some circles concern as to offense to others or questioning of the status quo. Do the views of curriculum specialists, school administrators, and particularly school board members, imply that such influences are at work?

It is our argument, on the other hand, that these two devices are of particular importance for more effective economics education and that the reservations indicated are unwise.

K. #14: Stress knowledge of facts (descriptive approach)

We report upon this item here only to call to the attention of the dissenting school board members (with businessmen and governmental officials) that their views are not supported by others. Facts change, and they do not provide in any event a basis for continuing to understand economic phonomena. Our findings as to this item suggest, however, that the educational world has now accepted this latter view, at least as a matter of philosophical statement.

L. #15: Make clear why economists disagree (as do other scientists where values and predictions are involved)

#16: Distinguish values from economics and other social sciences.

#17: Make clear there is an economic science.

4: (from above): Solve (or purport to solve) social problems.

#18: Be unbiased and avoid advocacies.

#19: Except as to...rationality.

#20: Except as to...dignity of the individual

#21: Advocate free enterprise

It is a commonplace in educational circles to disparage economics because economists do not agree with one another and because their forecasts so often go awry. Here economists and economic educators may well recall Pogo's: "We have met the enemy, and he is us," for they of all persons should be clear that differences in values or the uncertainties of the future rather than economics best explain their differences.[22]

The lack of concern among social studies teachers and trainers of teachers as to the source of these disagreements is thus surprising, as is its persistence in the case of the trainers and its appearance among school administrators in their lack of concern that values be distinguished from economics (#15 and #16). One trainer was even led to write: "There isn't any good theory anyhow."

Of course, that is just confusion, too, for as J. N. Keynes wrote: "....the endeavor to merge questions of what ought to be with questions of what is tends to confuse, not only economic discussions themselves, but also discussions about economic method,"[23] and F. H. Knight: "Change is unreal, or insofar as there is real change, the world is knowable only historically, the future is unpredictable."[24]

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[22] We speak here as to the most important things, the immutable things, and the simple things of economics that seem to us the appropriate "things" of general economics education.

[23] Keynes, op. cit., p. 63

[24] Frank H. Knight, "The Limitations of Scientific Method in Economics," in R. G. Tugwell, The Trend of Economics (New York: Knopf, 1924), p. 234.

We must then, make far clearer that there is still a science of economics, despite the negative data in TABLE III as to #17, although we recognize that those data may to some extent reflect only pedagogical reservations.

The data as to #4 confirm that confusion exists. When values are involved, there are no solutions to social problems, for then we properly disagree. Purporting to solve almost any social problem thus undermines economics education. An economist participant wrote: "(Problem solving is) the kind of thing that discredits such schemes. It is a problem because people can't agree on the solution. To 'teach' a solution is therefore ridiculous."

We would argue that our respondents believed really that in economics education objectivity is to be preferred. We base our argument upon the persistently supportive data as to item #18: "be unbiased." The conclusion seems particularly justified when it is realized that the respondents were obviously untutored in this field. They were only weakly cognizant that the rationality inevitably involved in all education is a value (#19) and that dignity of the individual is a value basic to the economic literacy we all have in mind (#20). One trainer of social studies teachers was specific in his volunteered: "Don't understand this [the equivalent of #18, #19, and #20 here]." The handling of values is obviously a delicate matter in economics education.[25]

On the other hand, school board members, with businessmen and governmental personnel, seemed oblivious of their inconsistencies in suggesting both the avoidance of bias (#18) and the advocacy of free enterprise (21). We have heretofore commented upon the folly of advocacies of free enterprise in economics education.[26] and we content ourselves here with the citing first of a participant's experience: "During the 1950's, we had an active [regional] Economic Education Project. It began with a broad-based support but ended up folding for the simple reason that the local financial angels were all wealthy businessmen who insisted that the Project propagandize for business interests. We lost our labor union support and the support of all the more capable school administrators and teachers because the Project pushed, at its most moderate, a Chamber of Commerce line, and at its most extreme a NAM coupled with an American Legion line. In short the Project died because it became blatantly propagandistic." In further support of this view against propagandizing, we cite a recent additional comment by Towers, Perrin, Forster & Crosby, management consultants: "The economic message, intended to reach a general audience, often reached only a few people. Most ...ended up as flag-waving sermons to preserve the free enterprise system and as appeals to greater productivity."[27] Our point is not that free enterprise and productivity may not have merits, but just that propaganda for them is not economics education nor is it likely to be effective.

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[25] One process to help is presented in Robert V. Horton, "Values and the Economics Principles Courses," Journal of Economic Education 3 (Spring 1972): 118-123.

VII. Summary and Conclusion

Let us conclude by briefly reviewing the areas we have explored. In all of them our guides were principally the participants in our Inquiry who gave us their views reflecting thousands of years of experience in a variety of fields concerned with economics education. We have also leaned heavily upon economists and others who over the years have been concerned with relevant philosophical questions. Recent thought of this sort has been limited; Professor Laurence E. Leamer has just written: "Such discussions of economic educational philosophy and of the nature and social role of economics are too infrequently found...."[28] Finally, we have not thought ourselves prohibited from reflecting experience in our own struggles in economics education.

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[26] Robert V. Horton and Dennis J. Weidenaar, "Boosting Payoffs from Economics Education," The Conference Board Record 12 (April 1975): 43-47.

[27] Towers, Perrin, Forster & Crosby, op. cit.

We found general acceptance of the importance of economic literacy and of its sorry state (III). We discerned some general, but by no means controlling, revulsion against the ordinary economics education efforts of the educational establishment (IV), and we reviewed some strengths and weaknesses of different approaches of the more usual kinds (V). Finally, we reviewed various possible characteristics of economics education wherever it is pursued (VI).

We do not feel that directives in the field have been achieved, but we heartily recommend attention to our findings, and to their implementation where they are found appropriate. We believe that importantly-improved achievement in economic understanding will be found by steps, even leaps, in these directions.

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[28] Laurence E. Leamer, Review of Norman Lee, ed., Teaching Economics (London: Heinemann, 1975), in Journal of Economic Education 7 (Fall 1975): 69.

V. THE INQUIRY PROCESS

The Inquiry itself opened with the mailing, beginning about September 15, 1975, of invitations (eventually totalling 651) to prospective participants. The forms of invitation and of the three questionnaires of the Inquiry and memoranda accompanying them constitute Exhibit VI of the Inquiry (not included in this binding[1]).

Invitees were selected from listings of persons with occupations and other characteristics desired; editors, members of advisory committees, authors, and correspondents of journals in pertinent fields; supposedly-interested participants from our 1973-1974 Delphi-like Inquiry; and similar persons otherwise known to us.

Scientifically-random selections of invitees were not undertaken. We were not deeply concerned in this Inquiry with learning the state of opinions of the various classes represented by participants, but rather with attracting participants of relevant, different backgrounds who would think along with the other participants and ourselves, and even modify and change their own opinions as the thought of others became known to them.

The primary original categories of participants were as listed in the second tabulation below, but with members of school boards limited to those invited as such, since we wished to avoid an undue weighting of them otherwise to the specified primary occupational groups of the Inquiry, and with the occupational category of home management and operation used to divide such school board members into the two groups indicated in that tabulation.

At least 14 of the original invitations are known not to have been delivered to the invitees, so that the maximum effective number of invitees was 637 (651 less 14). Acceptances were received from 396 of the 637 net invitees, or 62% of them.

It is not practicable to determine the rates of acceptance or response to Questionnaire #1 by groupings, because persons invited as members of one group in fact reported in Questionnaire #1 their occupations, etc., as falling into other groups. These variations were to be expected; they appeared particularly among school personnel of the various categories, economists, economics educators, and other social scientists.

We state below certain data as to overall acceptances and responses:

			Responses to Questionnaires	
	Net Invitees	Accepted	#1	#3 (last)
Number	637	396	355	282
% of Net Invitees	100%	62%	56%	44%
% of Acceptances	---	100%	90%	71%
% of Respondents to Questionnaire #1	---	---	100%	79%

Note: Data as to Questionnaire #2 omitted as being non-comparable.

By groupings, data comparable to those of the last two columns above, were:

	Responses to Questionnaires		
	#1	#3	
	Number	Number	% of #1
Economics educators	73	63	86%
Other economists	39	27	69
School administrators	36	32	89
Other social scientists	19	15	79
Other social studies teachers in the schools	23	19	83
Social studies curriculum specialists	33	28	85
Trainers of social studies teachers	26	21	81
Businessmen	56	43	77
Governmental personnel	30	18	60
Other	15	10	67
School board members invited as such	24	19	79
Homemakers	5	4	80
Others	19	15	79
Officers or employees of economics education councils or centers	41	32	78

The three Questionnaires and accompanying Memoranda of the Inquiry were mailed seriatim beginning in late September, 1975, and concluding in early December. The responses to Questionnaire #3 were specified as due for tabulation on December 17, 1975, but later receipts were included in our final statistical tabulations.

FOOTNOTES

1. A few sets of such communications are available, primarily for use in research.
2. Part IB above and the Exhibit material detail some of the procedures for determinations of categories, bases of statistical formulations, etc.

Exhibit LA

ACTION(S)

Action 1: Promote deeper and more widespread insight into just why economic undedstanding (ECONOMICS EDUCATION) is, and is not, important.

Action 2: Promote among the general public understanding in economics itself.*

Action 3: Promote economic understanding (ECONOMICS EDUCATION) among news and other media personnel.

Action 4: Improve the social studies curricula in the schools (we are NOT referring here to courses (or units) in ECONOMICS EDUCATION per se).

Promote the economic literacy of teachers of social studies (we are NOT referring here to teachers of courses in ECONOMICS EDUCATION per se).

Action 5: By requirements.

Action 6: By encouragement, but NOT requirements.

Extend the taking by students of course(s) in economics (ECONOMICS EDUCATION) per se.

Action 7: By requirements.

Action 8: By promotions of them, but NOT requirments.

Action 9: By offerings of them, but neither requirements nor promotions.

NOTE: The foregoing ACTIONS were so stated in Questionnaire #3 to include the free style suggestions of participants in the preceding Questionnaire #2 of the Inquiry as possible actions against economic illiteracy. As stated in the Memorandum to participants accompanying Questionnaire #3, the listed ACTIONS did not cover a few rarely offered proposals, as restrictions on media exploitation, total reorganization of the educational system, and increased social and economic pressures of various kinds, as depressions, curtailing welfare payments, rescending child labor restrictions, etc.

In the final Questionnaire #3, participants were asked to indicate the one ACTION which she (he) believed would best counter, at lowest relative cost, one or more of the OBSTRUCTIONS TO ECONOMIC LITERACY, and then to indicate the two other of such ACTIONS which she (he) believed would next best counter such OBSTRUCTIONS.

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*ECONOMICS EDUCATION, but not necessarily course work.

Exhibit IB

CHARACTERISTIC(S) of ECONOMICS EDUCATION

CHARACTERISTIC

1 Establish specific goal(s) of economics education.

2 Establish just why economic literacy is important.

3 Develop idea economics education is for everyone and is important to everyone.

4 As a basis, identify what knowledge, skills, and attitudes make up economic literacy.

(ACTION 3, CHARACTERISTIC 40; 5:65; and 7:40 vary somewhat in phraseology)

5 Make clear there is an economic science.

6 Make clear why economists disagree (as do other scientists where values and predictions are involved).

7 Distinguish economic education from sociology, political science, goodwill, etc.

8 Distinguish economic literacy from ability in the market place ("it is not the business of economists to teach businessmen how to make and sell beer," e.g.)

9 Stress how an economist analyzes.

10 Teach to distinguish the economically false.

11 Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions).

12 Stick to the most important things.

13 Stick to the immutable things.

14 Stick to the simple things, the comprehensible ones.

15 Make repeated applications of them.

16 Make clear an economic system exists - under all political systems and in all societies and environments.

17 Stress overall picture of how economic systems work.

18 Stress knowledge of facts (descriptive approach)

19 Solve (or purport to solve) social problems.

20 Distinguish values from economics and other social sciences.

21 Advocate free enterprise.

22 Advocate Marxism.

23 Stress objectivity - avoid bias

(ACTION 2, CHARACTERISTIC 60, varies somewhat in phraseology)

- 24 Except rationality
- 25 Except dignity of the individual

The CHARACTERISTICS listed above were developed from free-style suggestions of participants in the preceding Questionnaire #2 of the Inquiry.

Exhibit IC

CLASSES of Participant

Primary occupation (one which the participant stated occupied the largest part of her (his) working time):

a. ECONOMICS EDUCATION (teaching, research, administration)

b. Economist not engaged primarily in ECONOMICS EDUCATION (i.e., teacher of other economics courses, researcher in economics, business economist, governmental economist, etc.)

c. School administration.

d. Other social scientist.

e. Home management and operation.

f. Other social studies teaching in the schools.

g. Social studies curriculum specialist.

h. Training of social studies teacher.

i. Business

j. Government (including agencies and quasi-agencies) (except in education areas, and excluding economists and other social scientists working as such).

k. Other.
(Note: In a few cases the Project Director changed the "Other" designation to one of those listed above, as he deemed appropriate to the circumstances.)

School board member (A person who reported school board membership at some time during the preceding ten years, but who was not an official or employee in the school operations. Included are only such persons as were invited to participate as such; there were many other school board members, but their primary occupations were improperly weighted towards those listed above):

Homemaker (a participant who stated that home management and operation occupied the largest part of her (his) working time.

Ec. ed. org. off. or empl. (A person who reported being an officer or employee of an Economics Education Council or Center.)

(With) Roles in econ. educ. (Persons who stated that regardless of primary occupation, they devoted more than 20% of total working time to any of the following:

Teaching in ECONOMICS EDUCATION at the collegiate level.

Teaching in ECONOMICS EDUCATION at the pre-collegiate level.

Research in ECONOMICS EDUCATION.

ECONOMICS EDUCATION administration.

Exhibit ID

ECONOMICS EDUCATION

ECONOMICS EDUCATION was defined for purposes of the study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It was not, therefore, intended to include education in more advanced economics as a matter of professional training.)

NOTE: This definition was the outcome of consideration in our Delphi-like Inquiry of 1973-1974 as to "The Goals of Economics Education," where it received general acceptance. For this Inquiry we proposed continuing the 1973-1974 definition, and that appeared to be generally acceptable, although we received and tried to answer a number of comments with regard to it. Most participants accepted the proposed definition without comment, although a number specifically registered their approval, even though that was not requested.

Exhibit IE

OBSTRUCTION(S) TO ECONOMIC LITERACY

#1: Social studies teachers in the schools are inadequately trained in economics.

#2: There are in the schools too few adequately-trained teachers of economics itself.

#3: Approaches and materials for ECONOMICS EDUCATION are not made meaningful to students: coverage is too wide; it is not adequately tied in to real world experience; the unavoidable interrelationships between economics and human values are not clarified; etc.

#4: Economics reasoning is believed to be difficult.

#5: The importance of economic literacy is insufficiently recognized.

#6: ECONOMICS EDUCATION is too often diverted in practice, as to the teaching of bare facts or bare economic analysis; to consumer, vocational, or business training; or to purported "solutions" to social problems, etc.

#7: ECONOMICS EDUCATION in a separate secondary school course is not required.

#8: A pervasive economic illiteracy* is constantly regenerated by parents, teachers, the media, and others who are economically illiterate.

#9: Confidence in economic principles is undermined by interjections of value judgments which are not made explicit or by overlycourageous attempts to predict actual outcomes in complex settings.

The foregoing OBSTRUCTION(S) TO ECONOMIC LITERACY were so stated in Questionnaire #2 of the Inquiry to include most of the free style suggestions of participants in the preceding Questionnaire #1 as to why economics education has not been more effective.

The possibilities omitted from the listing, because they were weakly supported, or not supported at all, are still of interest. Of course in some cases their content can be read into one or more of the listed items.

The following areas, for example, received little or no specific support: the inevitable conflicts between conclusions in social economics and the purposes of interested parties; our general seeking of overly-rapid solutions of social problems; common feelings of helplessness to accomplish anything; insufficiencies of resources devoted to economics education; presumptions of "selfishness" or "materialism" in economic reasoning; the decentralized operations of economics education Councils and Centers; lack of materials or of success in their dissemination;* failures to crystallize the goal(s) of economics education;* recognition that resolutions of economic problems are impossible; and at least explicit conclusions that integration of economics into the social studies is too difficult or too ambitious or too expensive an undertaking or that its impact will be too long delayed. On the other hand, we had no suggestion either that reliance upon economics courses per se should be curtailed.

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*"Literacy" in error in the original mailings. Correction to "illiteracy" was mailed to all participants, and returned questionnaires were sent back in cases where we did not feel assured that the respondent was marking as to the corrected item (or in very late arriving such cases, the responses to Items IA and IC were just not included in statistical tabulations.)

In Questionnaire #2 participants were asked to indicate the one of the OBSTRUCTIONS TO ECONOMIC LITERACY which in her (his) opinion best explains why economic literacy has not become greater today and then to indicate the two other of such OBSTRUCTIONS TO ECONOMIC LITERACY which in her (his) opinions were the next best explanations.

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*To that point in the Inquiry. Subsequently this item received more emphasis. See ACTIONS and CHARACTERISTICS OF ECONOMIC EDUCATION listings herein.

Exhibit IIA

Views by CLASSES of participant as to change in the level of achievement of economic understanding and its applicabilities among persons graduated from high school from 10-12 years earlier.

	(N)	Considerably higher today	Somewhat higher today	More or less the same	Somewhat lower today	Considerably lower today
Primary occupation:						
Econ. educ.	(72)	3%	47%	39%	10%	1%
Other econ.	(39)	5	31	51	8	5
Sch. adm.	(36)	3	42	44	11	0
Other soc. sc.	(18)	11	39	39	11	0
Soc. studies tchrs.	(23)	9	39	39	9	4
Curr. spec.	(33)	6	39	39	6	9
Trainers of tchrs.	(27)	4	22	59	15	0
Business	(56)	2	30	36	23	9
Government	(30)	0	33	40	23	3
School board members	(24)	0	29	62	4	4
Homemakers	(5)	0	40	60	0	0
Others	(19)	0	26	63	5	5
Ec. ed. org. off. or emp.	(41)	2	54	34	10	0
Roles in econ. educ.						
College tchg.	(55)	2	36	49	9	4
Pre-college tchg.	(30)	7	63	20	10	0
Research	(30)	0	37	47	17	0
Administration	(35)	6	63	26	6	0
Any of the above	(112)	4	44	38	12	2

Exhibit IIB

Choices by CLASSES of participant as to why economic literacy has not become greater (OBSTRUCTIONS TO ECONOMIC LITERACY)

(First percentage is of first choices: second, in parentheses, is an average of three choices, with the first double weighted)

OBSTRUCTIONS TO ECONOMIC LITERACY

	(N)	1: Inadequately trained soc. stud. tchrs.	2: Too few econ. tchrs.	3: Econ. not meaningful	4: Econ. believed difficult	5: Importance not recognized	6: Diversions	7: Separate Course not required	8: Illiteracy* constantly regenerated	9: Faith in econ. undermined
Primary occupation:										
Econ. educ.	(62)	23 (19)	10 (11)	21 (19)	2 (4)	14 (15)	10 (8)	5 (5)	14 (15)	2 (4)
Other econ.	(33)	30 (24)	9 (12)	24 (19)	3 (4)	12 (9)	6 (10)	0 (3)	15 (14)	0 (5)
Sch. adm.	(28)	18 (17)	11 (9)	21 (21)	4 (5)	18 (17)	4 (8)	0 (3)	21 (17)	4 (4)
Other soc. sc.	(14)	14 (13)	14 (13)	29 (29)	7 (5)	0 (7)	21 (16)	0 (2)	7 (11)	7 (5)
Soc. studies tchrs.	(19)	26 (20)	10 (13)	16 (14)	0 (4)	21 (16)	5 (8)	0 (5)	21 (16)	0 (4)
Curr. spec.	(25)	12 (19)	12 (9)	28 (23)	4 (6)	32 (20)	0 (6)	4 (2)	8 (10)	0 (4)
Trainers of tchrs.	(21)	19 (19)	0 (2)	5 (17)	10 (8)	38 (21)	5 (7)	0 (1)	24 (20)	0 (4)
Business	(44)	14 (13)	7 (11)	27 (24)	2 (3)	27 (21)	2 (6)	4 (3)	16 (14)	0 (3)
Government	(18)	6 (11)	11 (14)	11 (14)	0 (1)	22 (15)	6 (7)	6 (6)	28 (23)	11 (8)
School board members	(18)	22 (19)	6 (11)	28 (20)	6 (6)	22 (20)	0 (7)	6 (3)	11 (13)	0 (0)
Homemakers	(5)	0 (10)	0 (5)	60 (30)	0 (10)	20 (15)	0 (5)	20 (10)	0 (10)	0 (5)
Others	(13)	31 (22)	8 (14)	15 (16)	8 (4)	23 (22)	0 (8)	0 ((0)	15 (14)	0 (0)
Ec. ed. org. off. or emp.	(37)	22 (20)	8 (8)	19 (22)	0 (5)	27 (19)	5 (7)	0 (1)	16 (15)	3 (3)
Roles in econ. educ.										
College tchg.	(50)	26 (19)	10 (13)	22 (19)	4 (6)	14 (14)	8 (8)	4 (4)	10 (14)	2 (4)
Pre-college tchg.	(26)	15 (14)	8 (11)	19 (18)	4 (5)	15 (15)	8 (9)	8 (9)	23 (17)	0 (2)
Research	(25)	24 (20)	4 (6)	8 (17)	4 (4)	20 (14)	8 (10)	4 (3)	20 (18)	8 (8)
Administration	(29)	7 (16)	7 (5)	24 (23)	3 (6)	31 (21)	3 (7)	0 (2)	24 (18)	0 (2)
Any of the above	(95)	20 (18)	7 (10)	20 (19)	2 (4)	17 (14)	8 (8)	4 (5)	19 (17)	2 (4)

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* See asterisk note in Exhibit IE, page IE-1.

Exhibit IIC-1

Choices by CLASSES of participant of ACTIONS to best counter, at lowest relative cost, (OBSTRUCTIONS TO ECONOMIC LITERACY)

(First percentage is of first choices: second, in parentheses, is an average of three choices with the first double weighted)

ACTIONS

	(N)	1: Show why econ. imp.	2: Educate Publ. in econ.	3: Educate media in econ.	4: Improve soc. stud. curr.	5: Require tch. ed. in econ.	6: Just encourage it	7: Require stud. econ.	8: Promote stud. econ.	9: Offer stud. econ.
Primary occupation:										
Econ. educ.	(63)	16 (13)	16 (12)	6 (9)	30 (24)	16 (15)	2 (7)	10 (11)	5 (8)	0 (0)
Other econ.	(27)	15 (11)	15 (15)	15 (15)	11 (12)	22 (21)	11 (9)	7 (7)	4 (8)	0 (0)
Sch. adm.	(32)	28 (17)	9 (11)	16 (12)	25 (23)	12 (16)	6 (7)	3 (9)	0 (4)	0 (3)
Other soc. sc.	(15)	20 (17)	13 (9)	7 (11)	33 (26)	7 (9)	7 (9)	7 (9)	0 (4)	7 (6)
Soc. studies tchrs.	(19)	0 (1)	21 (16)	5 (4)	26 (28)	21 (15)	21 (16)	5 (7)	0 (10)	0 (0)
Curr. spec.	(28)	18 (13)	0 (11)	4 (7)	36 (28)	14 (11)	18 (15)	7 (6)	4 (6)	0 (1)
Trainers of tchrs.	(21)	14 (11)	0 (15)	10 (11)	43 (32)	14 (13)	10 (9)	10 (8)	0 (1)	0 (0)
Business	(43)	12 (11)	21 (17)	14 (12)	19 (17)	21 (20)	2 (6)	7 (9)	2 (5)	2 (3)
Government	(18)	11 (11)	17 (13)	11 (9)	28 (23)	28 (20)	0 (3)	6 (13)	0 (6)	0 (2)
School board members	(19)	5 (8)	26 (17)	0 (3)	47 (29)	10 [illegible]	0 (4)	10 (13)	0 (8)	0 (1)
Homemakers	(4)	0 (6)	50 (31)	0 (6)	25 (19)	25 (19)	0 (6)	0 (6)	0 (6)	0 (0)
Others	(15)	7 (9)	20 (13)	0 (2)	53 (32)	7 (16)	0 (4)	13 (14)	0 (9)	0 (2)
Ec. ed. org. off. or emp.	(32)	22 (16)	12 (12)	6 (11)	31 (26)	12 (11)	9 (11)	3 (6)	3 (7)	0 (0)
Roles in econ. educ.										
College tchg.	(48)	12 (12)	25 (16)	6 (12)	21 (19)	15 (15)	6 (9)	8 (9)	6 (7)	0 (0)
Pre-college tchg.	(25)	12 (9)	20 (14)	8 (9)	28 (27)	16 (14)	8 (7)	4 (11)	4 (9)	0 (0)
Research	(28)	18 (14)	25 (18)	7 (13)	18 (19)	14 (12)	11 (13)	7 (9)	0 (3)	0 (0)
Administration	(29)	14 (10)	14 (9)	3 (7)	28 (24)	21 (14)	7 (14)	7 (9)	7 (9)	0 (2)
Any of the above	(95)	16 (12)	19 (14)	6 (10)	23 (21)	17 (15)	7 (9)	7 (10)	4 (8)	0 (1)

Exhibit IID

Specifications by CLASSES of participant and by views as to economics literacy (but only in cases where the specification was germane to the first ACTION chosen), as to certain CHARACTERISTICS OF ECONOMICS EDUCATION

(FIRST percentage, YES; NO, SECOND percentage; percentage of such participants not marking the item omitted)

	(N)	1: Establish goals of ec. ed.		2: Establish why ec. lit. imp.		3: Clarify econ. imp. to all		4 Identify what makes up ec. lit.		5: Clarify econ. is science		6: Clarify why econ. disagree		7: Distinguish ec. lit. from other soc. sc. & values		8: Distinguish ec. from business	
Primary occupation:																	
Econ. educ.	(73)	62%	2%	67%	4%	48%	0%	63%	2%	35%	13%	48%	9%	30%	26%	62%	21%
Other econ.	(39)	23	27	50	4	67	8	52	4	25	42	75	0	8	25	50	12
Sch. adm.	(38)	73	0	68	0	94	0	8[illegible]	3	44	6	50	19	6	50	17	42
Other soc. sc.	(19)	50	17	42	17	80	20	53	0	40	40	60	20	0	60	25	50
Soc. studies tchrs.	(24)	56	0	50	6	60	0	61	6	0	20	20	20	40	40	0	25
Curr. spec.	(33)	41	14	54	0	67	0	63	11	0	50	50	17	17	33	20	60
Trainers of tchrs.	(27)	72	6	67	6	80	0	90	0	0	20	20	20	0	60	0	67
Business	(46)	42	10	63	3	90	0	49	14	20	35	35	25	30	25	36	21
Government	(30)	57	7	71	0	83	0	62	0	50	17	67	17	33	17	60	0
School board members	(25)	56	6	56	0	100	0	42	21	83	0	67	0	33	17	50	0
Homemakers	(5)	75	0	75	0	100	0	50	0	50	0	100	0	0	0	50	0
Others	(20)	50	7	50	0	100	0	40	27	100	0	50	0	50	25	50	0
Ec. ed. org. off. or emp.	(41)	58	8	71	4	75	0	74	0	17	42	42	33	33	50	40	40
Roles in econ. educ.																	
College tchg.	(55)	49	5	58	5	60	0	60	4	15	25	60	5	15	20	35	18
Pre-college tchg.	(30)	62	0	67	0	50	0	58	0	30	20	50	0	40	10	38	0
Research	(31)	70	9	52	4	57	0	64	7	21	14	57	7	21	29	42	25
Administration	(36)	72	4	72	4	78	0	83	3	0	56	56	33	11	44	62	25
Any of the above	(114)	60	4	64	3	58	0	64	4	21	26	53	10	24	24	38	22
Views as to econ. literacy*																	
Among the general public:																	
Critically important	(175)	60	6	66	4	74	2	63	4	22	24	44	13	22	26	34	24
Highly desirable	(148)	46	11	58	2	73	2	67	5	29	24	54	12	17	42	33	33
Among high school graduates:																	
So-so	(80)	56	8	69	2	74	4	65	3	39	17	70	13	17	56	41	41
Unsatisfactory	(179)	55	8	64	4	73	0	70	4	21	31	44	12	15	21	33	20
Very unsatisfactory	(90)	46	12	51	3	69	3	52	7	28	19	44	16	28	28	30	26
Compared to a decade ago:																	
Somewhat higher	(132)	56	8	63	1	70	3	69	3	27	33	64	18	21	48	38	27
More or less the same	(151)	52	11	61	5	69	2	64	5	25	21	48	8	12	27	36	22
Somewhat lower	(49)	55	7	66	3	72	0	60	5	28	17	22	22	28	17	21	43

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* Categories omitted where data were for relatively few, or even no, respondents. The omitted categories are, for the first grouping: Somewhat above average in importance, Somewhat below average in importance, More or less unnecessary, and Undesirable; for the second: Excellent and Satisfactory; and for the third: Considerably higher today and Considerably lower today.

Exhibit IID

Specifications by CLASSES of participant and by views as to economics literacy (but only in cases where the specification was germane to the first ACTION chosen), as to certain CHARACTERISTICS OF ECONOMICS EDUCATION

(FIRST percentage, YES; NO, SECOND percentage; percentage of such participants not marking the item omitted)

	(N)	9: Tch. how econ. analyzes		10: Teach to distinguish the ec. false		11: Expose & illustrate ec. illit.		12: Stick to the most imp. things		13: Stick to the immutable things		14: Stick to the simple things		15: Make repeated applications		16: Make clear an ec. sys. exists		17: Stress how econ. sys. works	
Primary occupation:																			
Econ. educ.	(73)	59%	9%	49%	2%	35%	9%	64%	0%	5%	20%	32%	15%	59%	0%	70%	0%	59%	9%
Other econ.	(39)	64	0	62	0	58	0	73	0	8	23	38	8	46	0	83	0	64	0
Sch. adm.	(38)	0	12	25	19	50	25	53	0	6	38	19	19	25	0	69	6	25	12
Other soc. sc.	(19)	5	0	40	10	60	20	[illegible]	0	0	40	30	40	75	0	100	0	75	0
Soc. studies tchrs.	(24)	17	33	46	0	80	0	50	0	9	18	18	9	50	0	60	0	50	0
Curr. spec.	(33)	50	50	50	0	17	17	50	25	7	21	29	14	50	25	50	0	50	0
Trainers of tchrs.	(27)	25	0	15	0	40	20	25	0	0	31	23	8	50	0	40	20	50	0
Business	(46)	40	25	50	7	45	15	35	15	4	39	54	18	55	0	65	10	80	0
Government	(30)	60	0	78	0	50	17	40	0	22	11	22	33	40	0	67	0	80	0
School board members	(25)	57	0	56	6	33	33	29	0	6	31	25	12	57	0	100	0	100	0
Homemakers	(5)	0	0	33	0	0	50	50	0	0	0	67	0	50	0	100	0	100	0
Others	(20)	80	0	62	8	50	25	20	0	8	38	15	15	60	0	100	0	100	0
Ec. ed. org. off. or emp.	(41)	29	29	53	6	25	17	71	0	6	24	35	6	57	0	83	8	43	0
Roles in econ. educ.																			
College tchg.	(55)	43	10	42	0	40	10	71	0	3	16	39	3	62	0	75	0	57	10
Pre-college tchg.	(30)	22	11	44	0	40	10	78	0	6	31	25	38	22	0	80	0	67	0
Research	(31)	36	9	31	6	21	21	54	9	6	12	31	6	64	0	64	0	54	0
Administration	(36)	44	11	41	12	11	56	56	11	0	18	24	6	44	0	89	11	56	0
Any of the above	(114)	44	12	46	4	40	18	65	3	5	18	32	12	56	0	76	3	62	6
Views as to econ. literacy*																			
Among the general public:																			
Critically important	(175)	45	13	45	5	43	17	51	4	7	26	34	20	51	0	67	6	68	2
Highly desirable	(148)	47	9	46	3	51	10	59	6	5	22	29	13	53	3	76	0	59	3
Among high school graduates:																			
So-so	(80)	41	12	58	3	48	26	29	12	8	22	36	19	41	6	83	0	65	0
Unsatisfactory	(179)	42	8	46	0	42	10	60	2	5	29	28	16	52	0	67	4	70	2
Very unsatisfactory	(90)	47	19	41	11	53	12	56	3	6	24	35	15	56	0	66	3	62	3
Compared to a decade ago:																			
Somewhat higher	(132)	44	12	54	7	33	30	66	9	5	25	39	18	59	3	76	0	62	6
More or less the same	(151)	47	10	45	0	44	6	42	0	5	28	28	15	47	0	65	4	68	0
Somewhat lower	(49)	18	18	47	5	72	6	46	0	5	21	26	16	27	0	67	6	73	0

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* Categories omitted where data were for relatively few, or even no, respondents. The omitted categories are, for the first grouping: Somewhat above average in importance, Somewhat below average in importance, More or less unnecessary, and Undesirable; for the second: Excellent and Satisfactory; and for the third: Considerably higher today and Considerably lower today.

Exhibit IID

Specifications by CLASSES of participant and by views as to economics literacy (but only in cases where the specification was germane to the first ACTION chosen), as to certain CHARACTERISTICS OF ECONOMICS EDUCATION

(FIRST percentage, YES; NO, SECOND percentage; percentage of such participants not marking the item omitted)

	(N)	18: Stress know. of facts		19: Solve (or purport to solve) soc. prob.		20: Dist. values from econ. & other soc. sc.		21: Advocate free enterprise		22: Advocate Marxism		23: Avoid biases		24: Excepting rationality	25: Excepting value of the individual
Primary occupation															
Econ. educ.	(73)	17%	34%	17%	24%	37%	5%	12%	61%	4%	54%	44%	2%	15%	12%
Other econ.	(39)	15	31	31	23	8	8	8	54	0	55	38	0	8	15
Sch. adm.	(38)	0	44	19	12	12	19	6	31	0	38	25	0	25	31
Other soc. sc.	(19)	20	40	40	50	50	30	10	60	0	50	60	0	0	10
Soc. studies tchrs.	(24)	9	18	36	18	27	9	0	64	0	83	36	9	18	9
Curr. spec.	(33)	7	64	50	29	57	14	14	50	0	75	50	0	36	29
Trainers of tchrs.	(27)	15	31	23	15	23	31	8	38	0	50	38	0	15	15
Business	(46)	43	4	11	43	32	14	61	18	0	70	57	4	4	4
Government	(30)	33	22	22	44	56	0	44	22	0	80	56	0	0	0
School board members	(25)	31	19	19	31	25	12	50	25	0	86	50	12	6	6
Homemakers	(5)	33	0	33	0	33	0	67	0	0	50	33	0	33	0
Others	(20)	31	23	15	38	23	15	46	31	0	100	54	15	0	8
Ec. ed. org. off. or emp.	(41)	24	47	18	35	41	6	6	71	0	71	59	0	29	29
Roles in econ. educ.															
College tchg.	(55)	13	29	10	23	19	3	10	55	5	57	36	3	16	10
Pre-college tchg.	(30)	25	19	19	25	31	12	6	62	0	67	38	0	19	12
Research	(31)	12	19	12	44	12	6	12	56	9	46	38	6	12	6
Administration	(36)	12	53	24	29	41	6	12	71	0	67	47	0	35	29
Any of the above	(114)	16	29	16	30	29	7	11	61	3	65	39	2	18	14
Views as to econ. literacy*															
Among the general public:															
Critically important	(175)	25	26	22	30	38	8	22	51	2	62	48	1	18	16
Highly desirable	(148)	14	30	22	29	27	21	21	38	0	62	41	2	10	13
Among high school graduates:															
So-so	(80)	25	31	28	31	33	19	28	33	0	47	42	0	19	17
Unsatisfactory	(179)	19	33	23	23	34	13	16	52	0	68	51	0	15	15
Very unsatisfactory	(90)	20	24	17	41	28	11	24	44	3	69	44	6	9	9
Compared to a decade ago:															
Somewhat higher	(132)	16	39	23	29	34	20	20	43	0	50	52	0	23	20
More or less the same	(151)	22	24	19	22	28	7	20	45	3	68	46	1	11	12
Somewhat lower	(49)	21	16	21	53	37	21	21	47	0	64	47	0	5	11

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* Categories omitted where data were for relatively few, or even no, respondents. The omitted categories are, for the first grouping: Somewhat above average in importance, Somewhat below average in importance, More or less unnecessary, and Undesirable; for the second: Excellent and Satisfactory; and for the third: Considerably higher today and Considerably lower today.

Exhibit IIE

Specifications, by participants choosing an ACTION as the "best", of certain CHARACTERISTICS OF ECONOMICS EDUCATION and of certain other characteristics of the ACTION.

(The omitted remainder, to 100%, in the data as to each item, represents absence of choice as to the item by a participant choosing the ACTION and generally marking choices as to its pertinent CHARACTERISTICS.)

Exhibit IIE: ACTION 1 (N = 41)

Promote deeper and more widespread insight into just why economic understanding (economics education) is, and is not important

SPEC.		SEEK	AVOID
38	Make clear there is an economic science	39%	24%
39	Make clear why economists disagree (as do other scientists where values and predictions are involved)	56	20
40	Make clear an economic system exists - under all political systems and in all societies and environments	78	2
41	As a basis, identify what knowledge, skills, and attitudes make up economic literacy	65	2
42	Distinguish economics education from economics	22	37
43	Distinguish economic literacy from ability in the market place ("it is not the business of economists to teach businessmen how to make and sell beer," e.g.)	34	37
44	Distinguish economic education from sociology, political science, goodwill, etc.	17	37
45	Develop idea economics education is for everyone and is important to everyone	83	0
46	Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions)	54	15
47	Develop and disseminate guidelines to others for teaching that economic literacy is important	42	12
48	Get official recognition of such parties as the President, Congress, U. S. Office of Education, Governors, Mayors, State education agencies, National Education Association, Chamber of Commerce, labor organizations, universities, etc., of the importance of economic literacy	44	12

(The list continues on the next page)

SPEC.		SEEK	AVOID
49	Must get economics education into U.S. Office of Education priority list	39%	17%
50	National publicity	49	10
51	State and local committees and programs	42	7
	Direct specific campaings to:		
52	Public at large	54	5
53	Public leaders	46	2
54	Educational world	42	5
55	Educational conferences	27	12
56	School board members	49	2
57	School administrators	49	5
58	Teachers	66	5
59	Parents (young adults)	46	0
60	Media personnel	54	2
61	Business groups	46	2
62	Labor groups	46	5
63	Develop best entree groups generally and locally	51	2
64	Develop best specific appraoches to each above group	51	5
65	Organize new national task force to regenerate economics education	15	39

Exhibit IIE: ACTION 2 (N = 41)

Promote among the general public understanding in economics itself

SPEC.		SEEK	AVOID
38	Make clear there is an economic science	22%	22%
39	Make clear why economists disagree (as do other scientists where values and predictions are involved)	44	7
40	Establish just why economic literacy is important	66	5
41	Establish specific goal(s) of economics education	37	15
42	As a basis, identify what knowledge, skills, and attitudes make up economic literacy	58	7
43	Distinguish economic literacy from abiliity in the market place ("it is not the business of economists to teach businessmen how to make and sell beer," e.g.)	32	17
44	Distinguish economic education from sociology, political science, goodwill, etc.	20	27
45	Develop idea economics education is for everyone and is important to everyone	68	2
46	Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions	29	22
47	Get official recognition of such parties as the President, Congress, U. S. Office of Education, Governors, Mayors, State education agencies, National Education Association, Chamber of Commerce, labor organizations, universities, etc., of the importance of economic literacy	29	17
48	Stress knowledge of facts (descriptive approach)	15	20
49	Stress how an economist analyzes	32	12
50	Stick to the immutable things	2	17

(The list continues on the next page)

SPEC.		SEEK	AVOID
51	Stick to the simple things, the comprehensible ones	42%	10%
52	Stick to the most important things	54	0
53	Make repeated applications of them	46	0
54	Solve (or purport to solve) social problems	15	22
55	Teach to distinguish the economically false	44	5
56	Stress overall picture of how economic systems work	68	5
57	Distinguish values from economics and other social sciences	20	12
58	Advocate free enterprise	15	44
59	Advocate Marxism	2	61
60	Be unbiased andavoid advocacies	42	2
61	Except as to the values of rationality and dignity of the individual	22	5
62	Except rationality only	2	10
63	Except dignity of the individual only	7	5
64	Use simple language	78	0
65	Use public broadcasts	51	5
66	Use extension or adult classes	42	5
67	Rapidly proliferate extension classes	12	17

(The list continues on the next page)

SPEC.		SEEK	AVOID
	Use advertising campaigns:		
68	Reader's Digest-type short articles	34%	17%
69	Caterpillar Tractor advertisement type-discursive displays	15	24
70	Warner and Swazey advertisement type-single point displays (essentially)	10	24
71	Have governmental frank explanations through news media	27	29
72	Must be repetitive in impacts	46	0
73	Target is all age groups	63	0
74	Parents of school-age children	22	7
75	Opinion molders: clergy, media, governmental officials, community leaders, teacher at all levels, etc.	39	2
76	Make clear an economic system exists - under all political systems and in all societies and environments	63	2

Exhibit IIE: ACTION 3 (N = 25)

Promote economic understanding (economics education) among news and other media personnel

SPEC.		SEEK	AVOID
38	Establish just why economic literacy is important	68%	8%
39	Establish specific goals of economics education	28	16
40	Establish specific knowledge, skills, and attitudes desired	56	8
41	Make clear there is an economic science	20	24
42	Make clear why economists disagree (as do other scientists where values and predictions are involved)	40	16
43	Make clear an economic system exists - under all political systems and in all societies and environments	60	8
44	Distinguish economic education from sociology, political science, goodwill, etc.	20	32
45	Develop idea economics education is for everyone and is important to everyone	60	4
46	Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions)	56	4
47	Stress knowledge of facts (descriptive approach)	28	20
48	Stress how an economist analyzes	36	20
49	Stick to the immutable things	0	36
50	Stick to the simple things, the comprehensible ones	44	16
51	Stick to the most important things	40	8
52	Make repeated applications of them	40	0

(The list continues on the next page)

IIE: ACTION 3: (b)

SPEC.		SEEK	AVOID
53	Solve (or purport to solve) social problems	20%	28%
54	Teach to distinguish the economically false	52	8
55	Stress overall picture of how economic systems work	56	0
56	Distinguish values from economics and other social sciences	28	28
57	Advocate free enterprise	36	24
58	Advocate Marxism	0	56
59	Stress objectivity-avoid bias	52	0
60	Except as to the values of rationality and dignity of the individual	28	—
61	Except rationality only	0	—
62	Except dignity of the individual only	0	—

Exhibit IIE: ACTION 4 -(N = 73)

. Improve the social studies curricula in the schools (we are NOT referring here to courses (or units) in economics education per se)

SPEC.		SEEK	AVOID
38	Establish just why economic literacy is important	53%	4%
39	Establish specific goal(s) of economic education	59	10
40	As a basis, identify what knowledge, skills, and attitudes make up economic literacy	68	3
41	Establish where items of 40 above should fit into curricula	48	7
42	Students should participate in setting guidelines	37	20
43	Guidelines of 38-41 above should be well disseminated	44	4
44	Teachers themselves should participate in 38-41 above	62	1
47	Train social studies teachers themselves in economics (or even the best curriculum will be ineffective)	75	3
48	Curricula should be established for all grades, K-12	51	12
49	Curricula should be cumulative in nature	49	11
50	Support for economics in the curriculum should be secured among school board members, administrators, cummunity leaders, and local colleges and economics Councils and Centers	68	4
51	Time for economics education must be mandated	20	49
52	Make assemblies of materials	29	8
53	Mandate their use	6	48
54	In-service assistance of economists and economic educators is essential	59	3

(The list continues on the next page)

SPEC.		SEEK	AVOID
55	Curricula should be of interest to student	77%	0%
56	They should relate to everyday life	64	1
57	They should be problem-oriented	71	1
58	They should be coherent - unintegrated economics entails loss of understanding of what an economy is	59	0
59	They should stick to the immutable things	7	29
60	They should stress knowledge of facts (description)	15	34
61	They should be realistic	62	0
62	They should distinguish values from economics and other sciences	38	12
63	They should stress objectivity-avoid bias	44	1
64	Except as to the values of rationality and dignity of the individual	15	-
65	Except dignity of the individual only	0	-
66	Except rationality only	1	-
67	They should teach to distinghish the economically false	47	7
68	They should solve (or purport to solve) social problems	23	34
69	They should utilize material of dissenters, for it is motivating	52	8
70	Materials should be made teacher-proof	18	37
71	Curricula should advocate free enterprise	19	48
72	They should deemphasize abstractions and theory	27	30
73	They should avoid current events - a great source of misinformation	10	53

(The list continues on the next page)

SPEC.		SEEK	AVOID
74	They should interject activities such as games, running school stores, visiting industry, etc.	64%	4%
75	To avoid teacher destruction even of good materials, closed circuit TV, for different grade levels, of units prepared by central task forces for use in required time slots, should be the practice	12	37
76	Curricula should be tested by standardized pre-and post-course examinations	44	18
77	Give awards and recognitions to teachers who develop exceptionally good curricula or units	45	12
78	Curricula should stick to the simple things, the comprehensible ones	20	22

Exhibit IIE: ACTION 5 & 6

Promote the economic literacy of teachers of social studies

(we are NOT referring here to teachers of courses (or units) in economics education per se)

		N = 47		N = 18	
		By requirements		By encouragement, but NOT requirements	
SPEC.		SEEK	AVOID	SEEK	AVOID
38	Economics education programs for all teachers, kindergarten through high school	45%	17%	28%	11%
39	Economics education programs for all social studies teachers:	0	6	0	6
40	Pre-service programs only	2	19	11	0
41	In-service programs only	4	19	6	0
42	Both pre-service and in-service programs	85	6	72	0
43	Repeat in-service programs every 5 years where needed	36	8	44	6
44	In-service programs for entire school district groups together	11	23	6	28
45	Daily contacts of teachers with economics education experts	6	28	6	11
46	Continuous contacts with economics education Centers and Councils	38	8	50	0
	Teachers, pre-service, when they do not plan to teach social studies:				
47	Need no course in economics	6	28	0	11
48	Need one course	55	8	22	0
49	Need at least two courses	23	15	11	0

(The list continues on the next page)

SPEC.		SEEK	AVOID	SEEK	AVOID
	Social studies teachers, pre-service, need: If they are to teach elementary school courses:				
50	One course in economics education	36%	17%	22%	11%
51	Two courses	47	15	17	6
52	More than two courses	19	21	17	11
	If they are to teach secondary school courses:				
53	Two courses in economics:	28	19	11	0
54	Three courses	38	15	33	0
55	More than three courses	38	11	17	0
	As to in-service training:				
56	Make periodic reexaminations of teachers in economics education	38	15	6	6
57	Release time for training	53	6	56	0
58	Give academic credits	66	4	61	0
59	Refund tuition costs	30	13	33	0
60	Provide stipends	32	17	17	6
61	Make training convenient	64	2	72	0
62	It must be tailored to individual teacher needs	34	15	61	0

(The list continues on the next page)

IIE: ACTION 5 & 6: (c)

SPEC.		SEEK	AVOID	SEEK	AVOID
63	Establish just why economic literacy is important	68%	2%	67%	0%
64	Establish specific goal(s) of economics education	64	2	61	6
65	Establish specific knowledge, skills, and attitudes desired for economics education	66	4	67	6
66	Training should be geared to attract and interest teachers	72	0	72	0
67	Training should be geared to the needs of economic education itself	28	4	22	17
68	College economics departments and social studies methods departments should become more involved together in economics education	77	2	78	6
69	Training should be directed to a case or problem solving course, not economic principles, so as to provide material for use in existing non-economics courses	36	30	39	0
70	Training should be with mathematical considerations minimized	47	8	50	6
71	University teachers of economics for teachers should learn to teach, for teachers teach as they are themselves taught	60	6	67	0
72	Social studies teachers should be required to have some outside work experience	13	21	17	17
73	The trainers of social studies teachers should themselves be well trained in economics	85	0	67	6

Exhibit IIE: ACTION 7, 8 & 9 *

Extend the taking by students of course(s) in economics (economics education) per se

SPEC.		N = 19		N = 6	
		By requirements		By promotions of them, but NOT requirements	
		SEEK	AVOID	SEEK	AVOID
38	Establish just why economic literacy is important	58%	0%	67%	0%
39	Establish specific goals of economics education	68	5	50	0
40	Establish specific knowledge, skills, and attitudes desired	63	10	50	0
41	Organize grass roots compaigns to enlist support among school board members and administration	63	0	50	33
42	With participation of community leaders and local businessmen, colleges, and economic Councils and Centers	58	5	33	17
43	12th grade course	47	0	33	0
44	9th grade course	21	10	17	0
45	Both 12th grade and 9th grade courses	32	10	50	0
46	As to the last 3 items above, even at the cost of reducing attention to other social studies or history	32	32	67	0
47	Stress knowledge of facts (descriptive approach)	37	42	17	50
48	Stress how an economist analyzes	68	5	50	17
49	Stick to the immutable things	16	21	17	17

(The list continues on the next page)

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* 9 omitted because N only 2.

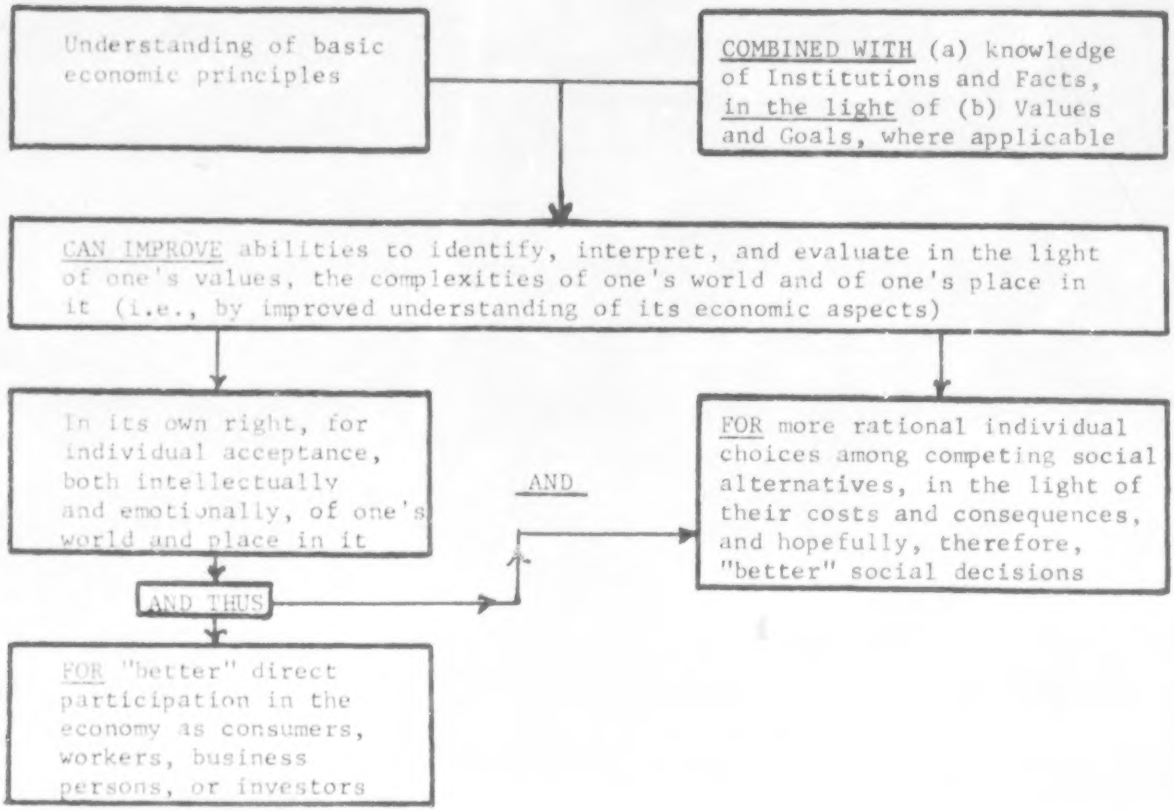
SPEC.		SEEK	AVOID	SEEK	AVOID
50	Stick to the simple things, the comprehensible ones	32%	10%	67%	0%
51	Stick to the most important things	68	5	50	17
52	Make repeated applications of them	84	0	17	17
53	Solve (or purport to solve) social problems	32	32	33	17
54	Teach to distinguish the economically false	58	0	17	0
55	Stress overall picture of how economic systems work.	68	0	50	17
56	Distinguish values from economics and other social sciences	42	10	17	0
57	American Economic Association and individual colleges' (inc. Ph.D. candidates' thesis selections) efforts toward how to make economics education more relevant to the student and the need, more comprehensible, and more effective	42	5	67	0
58	Advocate free enterprise	21	63	17	50
59	Advocate Marxism	0	79	0	67
60	Stress objectivity-avoid bias	68	5	33	0
61	Except as to the values of rationality and dignity of the individual	37	–	33	–
62	Except rationality only	5	–	17	–
63	Except dignity of the individual only	5	–	0	–

(The list continues on the next page)

SPEC.		SEEK	AVOID	SEEK	AVOID
64	Provide constant interchange between business and classroom	47%	21%	0%	33%
65	Use a Marxist approach	0	79	17	50
66	At least temporarily, substitute in-service institutes, etc., for economics teachers in place of ones for social studies teachers generally	32	16	17	0

IIIA-1A

A VIEW AS TO INTERRELATIONSHIPS
OF CERTAIN POSSIBLE GOALS
OF ECONOMICS EDUCATION



Understanding of basic economic principles

COMBINED WITH (a) knowledge of Institutions and Facts, in the light of (b) Values and Goals, where applicable

CAN IMPROVE abilities to identify, interpret, and evaluate in the light of one's values, the complexities of one's world and of one's place in it (i.e., by improved understanding of its economic aspects)

In its own right, for individual acceptance, both intellectually and emotionally, of one's world and place in it

AND THUS

FOR "better" direct participation in the economy as consumers, workers, business persons, or investors

AND

FOR more rational individual choices among competing social alternatives, in the light of their costs and consequences, and hopefully, therefore, "better" social decisions

N.B. Literacy in economics is deemed of critical importance to us for two interacting reasons. Extremely large portions of our life experience have salient economics aspects, while their explanation based upon common sense alone very often goes astray.

Exhibit IIIA

A "consensus" goal and rationale of ECONOMICS EDUCATION, with a related view as to interrelationships of certain possible goals of ECONOMICS EDUCATION

The aim of economics education[a] is to improve our understanding[b] of the worlds in which we live. Without this understanding we are frequently confused and unable to identify, analyze, and interpret successfully the economic aspects inherent in so much about us.

The goal reflects our conviction that comprehension of the economic realities of one's world enhances self-confidence and self-esteem. Accordingly, both intellectual and emotional barriers are lowered for the making of rational individual decisions, in the light of one's values, in both personal and social matters. Economics also provides frameworks and tools for rational individual discrimination among social[c] alternatives, in the light of one's values. Hopefully, "better" social decisions[d] will result.[e]

This statement has become possible only with the aid of more than 200 respondents to a series of questionnaires comprising an Inquiry in 1973-74 to identify the goal of economics education. To them we are all greatly indebted. The Inquiry was sponsored by the Krannert Graduate School of Industrial Administration and the Purdue Center for Economics Education. No part of the foregoing statement necessarily reflects, however, the view of any particular party or affiliate of any party.

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[a] Economics education is defined to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education.

[b] We presume the values of rationality and dignity of the individual in viewing our worlds, in making decisions, and in taking actions.

[c] Economics education cannot efficiently provide frameworks and tools for the making of "better" decisions as direct participants in the economy - that is, as consumers, workers, businessmen, and investors.

[d] The quotation marks suggest at least the logical impossibility of rational social decisions democratically-determined. See William J. Baumol, Economics and Operations Analysis, 3rd. Ed. Englewood Cliffs: Prentice-Hall, Inc., 1972, pp. 405-407.

[e] The statement is intended to clarify purposes and thus serve as a basis for the still necessary specification of material content and skills to be mastered, the development of such detailed instructional objectives as are appropriate, pertinent evaluation items, etc. By itself then it is not intended to be an adequate specification of an educational program. Such a basis, however, is unavoidable; if it is not developed explicitly, it will nevertheless be operative implicitly. A more complete rationale would of course include discussion of learning theory, teaching strategies, media, diffusion processes, etc.

Exhibit III B

ACCEPTANCE/REJECTION RATIOS AS TO "CONSENSUS" GOAL AND RATIONALE #632[a]

Respondents[a]	Number	Ratio of Acceptances to Rejections, excluding acceptances "only reluctantly"[b]	Ratio of all Acceptances to Rejections[b]
With Primary Occupation:			
Econ. educ.	60	6.7 to 1	8.8 to 1
Econ.-other	41	3.1 to 1	4.1 to 1
Educ. Adm.	22	2.0 to 1	2.5 to 1
Soc. Sc. - other	19	6.5 to 1	8.0 to 1
Tr. Soc. St. Tchrs.	17	3.3 to 1	3.3 to 1
Business	23	2.2 to 1	3.4 to 1
Purdue student	12	all accepted	all accepted
Other Classifications:			
Adm. Off. or Empl. Ec. Ed. Council or Ctr.	30	6.3 to 1	9.0 to 1
Role in Econ. Ed.:			
College tchg.	67	8.4 to 1	12.3 to 1
Pre-coll. tchg.	10	7.0 to 1	9.0 to 1
Research	23	5.0 to 1	6.4 to 1
Administration	27	6.0 to 1	8.0 to 1
Author Ec. Prin. Text:			
College	34	5.5 to 1	7.2 to 1
Pre-college	11	2.3 to 1	2.7 to 1

Note: "#632" and the Exhibits referred to were items of the report on our 1973-74 Inquiry. The goal and rationale of Exhibit III A are a revision of #632, reflecting subsequent correctable points made by participants in that Inquiry.

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[a] "Consensus" goal #632, with its rationale statement, is specified in Exhibit II and the various occupations and roles in Exhibit IV.

[b] Based upon the data presented in Exhibit VIII.

Exhibit IV

Why the goal of "Improving our Understanding of the Free Enterprise or Market Economy" was eliminated in a 1973-1974 Inquiry

One way to explain the current elimination from contention of Goal #17 (To improve our understanding of the free enterprise or market economy) is simply to point to its incompleteness. As one participant wrote: "It is only a part of (Goal) #6." Or another: "One does not understand mechanics by learning how one machine operates."

But the objections, both valid and invalid and fair and unfair, as we see them run far deeper than that. Some participants asserted as a fact that the goal is propagandistic, but that certainly need not be the case, and the assertion that it is may therefore be seriously unfair to sincere proponents of the goal who merely want the free market system to be elucidated, and perhaps even its advantages and disadvantages to be presented in relation to those of its rivals. We surely need not accept as conclusive, then, one comment which we received: "Close to apologizing in order to solicit funds from corporate donors. No thanks." Rather it seems to us that such a comment may or may not be justified, case by case.

We respect the many businessmen and others who have strongly supported Goal #17 and its cousin, #12 of Questionnaire #2, which read "To help us to appreciate better the free enterprise or market system," but who have now largely turned to other goal choices. Questionnaire #2 choices of businessmen were 24% in favor of Goal #17, 14% in favor of Goal #12, a total of 38%.[1] The Questionnaire #3 choices of businessmen from among the contending goals were, in contrast, 13% for Goal #17 as the Best, but also 9% for Goal #17 as the Worst!

We feel that the flexibility of approach so displayed and the willingness to seek for better choices both refute, as to these participanta at least, the "No thanks" comment above. We agree, rather, with the comment of another participant: It bothers me that so few people consider #17 important."

That same comment continues, however: "They must interpret (it) to mean propagandize rather than just talk about it as we do our democratic political institutions." And others wrote: "Could easily be indoctrination" and "Lends itself easily to propaganda, indoctrination, and ideological chauvinism." Aye, there's the rub. Even if we had no better alternative, goal #17 would still be a dangerous one if it actually came to be paramount in economics education. In execution, it would seem likely to become biased, even if that were not the originating intent.

There are other educational problems, too, with goal #17, For example, it was said: "A fine objective, but market economy is just one facet of economic activity", "People are citizens of the world", and "Understanding and valuing the market economy are most readily and meaningfully learned in relation to its alternatives."

Wisdom seems to us to exist in the final comment which we wish to quote: "Maintaining free choice based on investigation will lead to greater appreciation of the market system. But the student arrives at this decision on his own."

---

[1] Percentages of choices among 6 goals, i.e., #12 added.

V: Participants in the Inquiry

In addition to the 268 participants listed below, there were 17 other individuals who completed Questionnaire #3 of the Inquiry, but who preferred to remain anonymous. They had primary occupations as follows:

Economics educators	1
Other economists	3
School administration	2
Other social studies teaching in the schools	1
Social studies curriculum specialists	3
Business	3
Government	4
	17

Additional individuals participated in various stages of the inquiry.

No finding of the Inquiry necessarily reflects the view of any individual participant or of any organization with which any participant may be affiliated.

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Tchr. Econ.
Metropolitan Sch. Dist.
Mt. Vernon, IN

Karl Hertz
Sch. Prin.
Munster, IN

Paul Heyne
Prof. Econ.
Southern Methodist Univ.

John W. Hicks
Exec. Asst. to the Pres.
Purdue Univ.

Darrell D. Hill
Prin., Ada H. S.
Ada, Okla.

Richard L. Hill
Supt. of Schools
Grand Forks, N. D.

William J. Hill
Exec. Dir.
Wisc. Council for Econ. Ed.

Frank J. Hoenemeyer
Exec. V. P.
Prudential Ins. Co. of Amer.

Vin Hoey
Sr. Pub. Affairs Advisor
Exxon Company, USA

William J. Horne
Sr. Lecturer
Boston Coll.

Robert V. Horton
Prof. Emer. Econ.
Purdue Univ.

Thomas R. Horton
Dir., Univ. Relations
IBM Corp.

Peter J. Hovenier
Western Wash. St. Coll.

Maurice P. Hunt
Prof. Educ. Fdns.
Calif. St. Univ.-Fresno

Joyce T. Jackson
Prin. Central H. S.
Minneapolis

Lowell Jackson
Supt.
Santa Barbara Sch. Dists.

John C. Jamison
Partner
Goldman, Sachs & Co.

Robert G. Janss
Tchr.
Boise Ind. Sch. Dist.

Leslie E. Johnson
Econ. Coord.
Ponca City (Okla.)
Bd. of Educ.

T. David Johnston
Prof. Econ.
Ind. Univ. SE

Sidney L. Jones
Asst. Secy. of the
Treasury (U.S.) for
Econ. Policy

Carl B. Kaufmann
Div. Mgr.
Publ. Affairs Dept.
DuPont Co.

Allen Kelley
Chairman, Econ. Dept.
Duke Univ.

Steven L. Kendall
G & S Inv. Co., Inc.
Seattle, WA

Charles R. Kern
Prin., Northwest Sr. Hg. Sch.
Cincinnati

Gordon J. Kingma
Sr. V. P.
Lafayette Nat'l. Bk. (Ind.)

R. W. Kiskadden
Inst. Spec. Soc. Studies
Los Angeles Unified Sch. Dist.

Robert W. Klingenfus
Coordinator of Soc. Studies
Tucson Pub. Schs. (Ariz.)

Philip M. Klutznick
Ltd. Part.
Solomon Bros.

Richard Kobliner
Tchr. - Curr. Spec.
Bd. of Ed., N. Y. City

Jeffrey Kopolan
Instructor in Soc. Stud.
Ladue Sch. Dist.
St. Louis, MO

Arthur Krane
Tchr.
Willowbrook H. S.
Villa Park, IL

Sandra Kuntz
Dir. Educ. Programs
International Paper Co. Fdn.

J. C. La Force
Chairman, Dept. of Econ.
Univ. of Cal. (L.A.)

W. Jerry Larkin
Soc. Stud. Dept. Chm.
Novato Unified School Dist., Calif.

Laurence E. Leamer
Dir., Ctr. for Econ. Ed. & Pub. Policy
State Univ. of N. Y.-Binghamton

Tedd Levy
Soc. Stud. Tchr.
Norwalk, Ct.

Marshall C. Lewis
V.P.
Amer. Can Co.

Richard G. Lipsey
Prof. Econ.
Queens Univ. (Ontario)

J. A. Livingston
Econ. Columnist

Philip A. Loomis, Jr.
Commissioner
U. S. Securities Exchange
Comm.

William A. Luker
Prof. Econ. Ed.
North Texas St. Univ.

Dennis A. Lupher
Supervisor, Cons. Ec. Ed.
Ohio Dpt. of Ed.

W. Frederick Mackara
Prof. Econ.
E. Tenn. St. Univ.

John Maher
Chairman, Dept. Econ.
So. Conn. St. Coll.

Joseph Manch
Supt. of Schs., Buffalo, NY
Lecturer St. Univ. of N.
Buffalo

Romeo Marquis
Prin., Presque Isle H[illegible] Sch.
(ME)

Don E. Marsh, Pres.
Marsh Supermarkets, Inc.

David Matter
Tchr., 9th Gr. Econ.
Sch. Dist. of City of Ladae

Adrian M. McCardell
Ch. Exec. Comm.
Natl. Bk. of Md.

Susan S. McCulloch
English Dept. Chairperson,
Jefferson Co. Publ. Schs., Ky.

Forrest McDonald
Prof. Hist.
Univ. of Ala.

Robert T. McGee
Sup't.
Denton, Tex. Bd. of Ed.

Eugene McGuire
Queens Coll, C.U.N.Y.

Carol J. Metsker
Prof. Educ.
Univ. of Denver

Clayton Millington
Exec. V. P., Okla.
Council on Econ. Ed.
Oklahoma State University

Anita M. Mitchell
Sr. Rsch. Scientist
Amer. Institutes for Rsch.

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Coordinator Soc. Studies
Chelmsford Public Schools, Mass.

John Morton
Soc. Stud. Tchr.
Homewood-Flossmoor Hgh. Sch. Ill.

Grace Mosley
Soc. Stud. Tchr.

Herbert E. Neil, Jr.
V. P. and Econ.
Harris Tr. & Svgs. Bk., Chgo.

Morris E. Nicholson
Prof. & Dir. Contg. Ed. In Eng.
& Sci., Univ. of Minnesota

Edwin G. Olson
Prof. Econ.
Kansas State Univ.

Edmund A. Opitz
Foundation for Econ. Educ.

Remi C. Pattyn
V. P.
Public Service Indiana

George W. Paulson
Dept. Chr., Soc. Stud. Tchr.
Econ. & Soc.
Cheyenne, Wyo.

Thomas A. Payne
Head, Soc. St. Dept.
Shortridge H. S.
Indianapolis, IN.

C. Wrede Petersmeyer
Chr.
Corinthian Broadcasting Corp.

James A. Phillips
Econ. Dept.
Cypress Coll., Calif.

Gordon Philpot
Prof. Econ.
Whitman Coll.

George S. Pillsbury
St. Sen. Minn., Pres.
Sargent Mgm't. Co.

A. C. Podesta
V. P.
The Advertising Council, Inc.

Albert Post
Ass't. Dir. Soc. Studies
N. Y. City Bd. of Educ.

Thomas E. Powers
Prof. Educ.
Univ. of Maryland

Philip H. Prince
V. P.
Deering Milliken, Inc.

Earl D. Proctor
Exec. Asst.-Ch., Natl.
Labor Rel. Bd.

Anne Blair Pryne
Brecksville, Ohio

Joseph H. Putro
Dept. Hd., Soc. Studies
Sch. Dist. of Philadelphia

Mario D. Rabozzi
Prof. Educ.
St. Univ. of N. Y. - Oswego

William D. Rader
Prof. Coll. of Educ.
Florida St. Univ.

Michael A. Radz
Adm. Asst. for Instruction
Olympia Comm. Unit 16
Minier, IL

David E. Ramsett
Prof. Econ.
Univ. of N. D.

Marilyn M. Redden
V. P.
Bd. of Educ.
Columbus, Ohio

Margaret Reilly - Petrone
Prof. Econ.
Montclair St. Coll., N. J.

George D. Reim
Soc. Studies Dept. Ch.
Cheltenham Hgh. Sch.
Wyncote, PA

Henry S. Reuss
U. S. Congressman

Steve Rhodes
Sch. Dir.
Big Beaver Falls Area Sch. Dist.
Beaver Falls, PA

J. W. Rice
Retired

Bruce A. Richardson
Atty.
Wyckoff, Parker, Boyle & Pope

C. Frederick Risinger
Coordinator Sch. Soc. Studies
Indiana Univ.

Peter L. Roesner
Pres.
Overmyer Corp.

William E. Ruck
Prof. Educ.
Southern Oregon St. Coll.

Joseph A. Rueff
Coordinator, Soc. Sci. Rsch.
Elkhart (Ind.) Comm. Schs.

William D. Russell
Mkt. Anal.
Sears, Roebuck and Co.

Robert A. Sampieri
Coordinator, Comprehensive
Career Educ.
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Warren J. Samuels
Prof. Econ.
Mich. St. Univ.

John Sapinsley
Prof. Econ.
R. I. Coll.

Phillip Saunders
Prof. Econ.
Indiana University

Allen A. Schmieder
Chief, Support Programs,
Div. of Educ.
U. S. Off. of Educ.

Joel Segall
Dpty. Under Sec. for Int. Affairs
U. S. Dept. of Labor

Peter R. Senn
Prof. Econ. and Soc. Sci.
Wilbur Wright Coll.

Judith K. Shanahan
Dir. Educ. Planning
Archdiocese, Indianapolis, IN

Robert A. Shawhan
Tchr. Econ.
Wabash City Schs.
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Ann C. Shelly
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St. Univ. N. Y. - Geneseo

Howard Sherman
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Univ. of Cal. -
Riverside

Werner Sichel
Prof. Econ.
Western Michigan Univ.

Roberta Sigel
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Rutgers Univ.

H. Titus Singletary, Jr.
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Joseph J. Sirchio
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Albert E. Smigel
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Dev., Commonwealth of PA

Lois Conley Smith
Tchr., Montgomery Bd. of Ed.
Montgomery, Ala.

Richard K. Smith
Prof. Econ.
Marietta Coll.

Eliot Snider
Pres.
Massachusetts Lumber Co.

Arthur E. Soderlind
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St. Dept. of Ed.
Hartford, Conn.

Robert M. Solow
Prof. of Econ.
Mass. Inst. of Tech.

John C. Soper
Office for Econ. Ed.
Northern Illinois Univ.

Nancy F. Sprague
Asst. Prin.
George Mason High Sch.
Falls Church Pub. Schs., VA

John Regan Stark
Exec. Dir.
Jt. Econ. Comm.
U. S. Congress

Herbert Stein
Prof. Econ.
University of Virginia

Lucretia L. Sterling
Spec. Asst. to the Pres.
Dartmouth Coll.

W. W. Stevens
Soc. Stud. Coordinator
Wichita Pub. Schs.

Charles Steward
Dir. Personnel
Rapid City Pub. Schs., S.D.

Peter J. Stratton
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Western Illinois Univ.

Thomas R. Swartz
Dir., Notre Dame Ctr.
for Econ. Ed.
Univ. of Notre Dame

S. Stowell Symmes
Dir. Curriculum,
Jt. Council on Econ. Ed.

Marilyn E. Szymaszek
DEEP Corrdinator
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Marlowe G. Teig
Pres.
Ctr. for Study of Instruction

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Thomas S. Tocco
Asst. Supt., Research, Eval.
& Planning, Pinellas Co. Pub. Sch.
Syst., Fla., and Prof. Educ. Rsch.
Univ. of S. Florida

S. S. Toda
Tchr.
Los Angeles Unified Sch. Dist.

William H. Turner
Self employed
Miami, FL

John Van Devender
Ed., Corp. Writ'g.
Aluminum Co. of Amer.

William Van Til
Prof. Educ.
Ind. St. Univ.

Henry H. Villard
Prof. Econ. (Retired)
City College, N. Y.

George M. Vredeveld
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Missouri Council on Econ. Ed.

G. Vuicich
Prof. Geog.
Western Mich. Univ.

Kenneth E. Wade
Soc. Stud. Educ.
N. Y. St. Dept. of Educ.

W. Allen Wallis
Chancellor
Univ. of Rochester

Roger K. Wangen
Soc. Studies Consultant
Dept. Educ.
St. Paul, Minn.

George G. Watson, Jr.
Dir., Ctr. for Econ. Ed.
and Soc. St. Tchr.
Lincoln Filene Ctr.,
Tufts Univ. and Winchester
Mass. School Dept.

E. T. Weiler
Prof. Econ.
Purdue Univ.

Sidney J. Weinberg, Jr.
Partner
Goldman, Sachs & Co.

Donald R. Wentworth
Dir. Center for Econ. Ed.
Pacific Lutheran Univ.

E. Thomas Wetzel, II
Dir. Public Relations & Dev.
The Salvation Army

William L. Whitsitt
V. P., Assoc. Exec. Dir.
The Sears-Roebuck Foundation

James Wilhelm Wiggins
Prof. Econ.
Converse Coll.

Jay W. Wiley
Prof. Econ.
Purdue Univ.

J. Stanley Wilhelm, Jr.
Mgr. Off. Svcs.
PPG Industries, Inc.

Jill A. Williams
Mkt. Rsch. Analyst
Ameron
Monterey Park, CA

Robert A. Wingert
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PA. Dept. of Educ.

Helen D. Wise
Jr. H. S. Soc. Stud. Tchr.
St. Coll. Area Schs.
State College, PA

Stanley P. Wronski
Prof. Educ. & Soc. Sc.
Michigan St. Univ.

De Von L. Yoho
Prof. Econ.
Oklahoma St. Univ.

Richard E. Zanella
Prin., N. Cambria H. S.
Barnesboro, PA

Roger Zimmerman
Prof. Educ.
Mankato State Univ.

Lee B. Zink
Dir. Inst. for Applied Rsch. Services
The University of N. M.

Harold F. Zuckerman
Prin. Crittenden School
Mountain View, Calif.

Clarence Zuvekas, Jr.
Prof. Econ.
Moorhead State Univ.

SURMOUNTING OBSTACLES TO ECONOMIC LITERACY: A DELPHI-LIKE INQUIRY

Robert V. Horton and
Dennis J. Weidenaar

May 1976

(Exhibit VI)

Exhibit VI - Copies of Outgoing General Communications

Exh. C-1

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

Economics education in recent years has been a particular concern of many different interests, and under the aegis of the Joint Council on Economic Education it has enjoyed many successes. Doing even better in the future nevertheless challenges us.

The Purdue Center for Economics Education is therefore undertaking a broad inquiry to identify the principal obstacles we have faced in recent years in achieving general literacy in economics - and to suggest what we might now do to surmount them. We believe that improved results, relative to costs, can be achieved through such a study.

We hope you will participate in the inquiry by responding to several, probably three, very short questionnaires. They are now expected to average only four items apiece, and even so some of these items will be repetitions, while most will require no more than a single checking from among specified alternatives. Those of you who participated in our earlier goals inquiry will, we expect, find this one much easier to handle. We will of course provide the questionnaire forms and return stamped envelopes.

We wish to achieve for the inquiry a broad reflection of experience and judgment from persons in many related fields of activity, among them education, social science, business, and government. We will nevertheless be seeking only brief, specific responses, to be made in the light of summary reports to participants of findings from the preceding questionnaires.

All individual responses will be kept confidential. They will be used solely for compilation of statistical composites and occasionally, perhaps, for anonymous quotation. We will not even include your name in the general listing of participants without your consent as the inquiry is ending.

We earnestly solicit your participation and request that you complete and return the accompanying stamped and addressed return response card, so that we may promptly proceed. We are concerned, of course, to have the study include a solid representation of persons from your particular area of occupational interest and experience.

Please, therefore, complete and return your card promptly. Thank you.

Sincerely yours,

Robert V. Horton Associate Professor Department of Economics	Dennis J. Weidenaar Associate Professor Department of Economics
Project Director	Director, Purdue Center for Economics Education

encl.

Exh. C-2

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

RE: Accompanying Questionnaire #1-
Inquiry as to Achieving Literacy in Economics

(YOU HAVE AGREED TO PARTICIPATE.)

We are pleased that you have agreed to participate in our inquiry as to how to make economics education more effective. We value your participation as a representative from your own area of occupational interest.

Questionnaire #1 accompanies this letter. Please complete it and return it to us in the accompanying stamped and addressed envelope as promptly as possible. Our tabulations of responses are planned for Wednesday, October 15, 1975.

We shall try, throughout the inquiry, to be as sparing as possible in the use of your time, while still achieving meaningful results. This first questionnaire, despite its brevity, will still be more time-consuming than the subsequent ones, each of which is expected to cover only two items.

To make the study representative of independent opinions, we ask respondents not to communicate with one another as to the questionnaire or their responses.

R. V. Horton

Robert V. Horton
Associate Professor
Department of Economics

Project Director

D. J. Weidenaar

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

September 24, 1975

Please complete and return promptly the accompanying pink Questionnaire #1 in the accompanying stamped and addressed envelope. Thank you.

Exh. C-3

No.______________.1 [Col. 4-8]

Inquiry as to Achieving Literacy in Economics

Questionnaire #1

Please return promptly in the accompanying stamped, addressed envelope. Tabulating planned for: Wednesday, October 15, 1975. Thank you.

(4875)

1. My Primary Occupation (the one to which I devote the largest part of my working time) is:

(Ignore items in brackets)

(Please mark in one box only)

/Col. 11-12:/

a. Economics education* (teaching, research, administration............ ☐ /01/

b. Economist not engaged primarily in economics education* (i.e., teacher of other economics courses, researcher in economics, business economist, governmental economist, etc.)........ ☐ /02/

c. School administration........................... ☐ /03/

d. Other social scientist.......................... ☐ /04/

e. Home management and operation.................. ☐ /05/

f. Other social studies teaching in the schools... ☐ /06/

g. Social studies curriculum specialist........... ☐ /07/

h. Training of social studies teachers............ ☐ /08/

i. Business....................................... ☐ /09/

j. Government (including agencies and quasi-agencies) (except in educational areas, and excluding economists and other social scientists working as such).................................... ☐ /10/

k. Other (please identify)______________________ ☐ / / (Leave blank, please)

---

* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

2. I have been a member of a school board (or of a corresponding school governing group) at some time during the last ten years, but not an official or an employee in the school operations: /Col. 15/

NO.................. ☐ /0/

YES.................. ☐ /1/

3. I am an administrative officer or employee of an Economics Education Council or Center: /Col. 16/

NO. .... ☐ /0/

YES. .... ☐ /1/

4. (Answer this question 4 if you are engaged in economics education* as specified.)

Regardless of my Primary Occupation as I have identified it in 1 above, I devote more than 20% of my total working time to: /Col. 18-21:/

(Check as many as appropriate)

Teaching in economics education* at the collegiate level. ☐ /18:1/

Teaching in economics education* at the pre-collegiate level.. ☐ /19:1/

Research in economics education*........................ ☐ /20:1/

Economics education* administration.................... ☐ /21:1/

5. In my opinion, the general understanding of economics today, and of its applicabilities, among persons who have been graduated from high school, is: /Col. 23/

Excellent......................... ☐ /1/

Satisfactory...................... ☐ /2/

So-so............................. ☐ /3/

Unsatisfactory.................... ☐ /4/

Very unsatisfactory............... ☐ /5/

---

* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

6. It is my guess that the general understanding of economics today, and of its applicabilities, among persons who have been graduated from high school compares with that 10-12 years ago as follows: /Col. 24/

It's considerably higher today.......... ☐ /1/
It's somewhat higher today.............. ☐ /2/
It's more or less the same.............. ☐ /3/
It's somewhat lower today............... ☐ /4/
It's considerably lower today........... ☐ /5/

7. In my opinion, economic understanding among the general public is: /Col. 25/

Critically important.................. ☐ /1/
Highly desirable...................... ☐ /2/
Somewhat above average in importance.. ☐ /3/
Somewhat below average in importance.. ☐ /4/
More or less unnecessary.............. ☐ /5/
Undesirable........................... ☐ /6/

8. (Optional): I realize that the definition of economics education* is that which was found satisfactory to participants in an earlier inquiry. Nevertheless, I suggest a change in it to the following effect:

____

____

____

---

* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

* * * * * * * * * * *

YOU'RE DOING FINE - JUST ONE MORE PAGE TO GO!

9. It's my guess that the most important reason why economic literacy has not become greater today is:

(Just identify, please, in a few words, a single reason. There is no need to justify it. Please choose, though, a reason of a broad type - we are not concerned here, for example, with specific course items, teaching strategies, media, etc.)

(Leave blank, please)

/Col. 27-29/ ☐

1. ______________________________

____

/Col. 31-33/ ☐

/Col. 35-37/ ☐

10. It's my guess that the next two most important reasons (that is, after the one I have identified in 9.1 above) are:

(Please just identify each reason, again following our suggestions as to to 9 above)

2. ______________________________ /Col.31-33/

______________________________ ☐

* * *

3. ______________________________ /Col. 35-37/

______________________________ ☐

- That's all. Thank you.

Exh. C-4

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

MEMORANDUM TO ACCOMPANY
QUESTIONNAIRE #2
# of Inquiry as to Achieving Literacy in Economics
in which
YOU HAVE AGREED TO PARTICIPATE

Who Are the Participants?

You are a welcome participant with more than 200 others in our current inquiry as to achieving literacy in economics. Among them are diversified representatives of each of the occupational and other groups listed in Questionnaire #1. Along with eminent educators, social scientists, businessmen, governmental executives, and school board members, there are concerned Senators, Congressmen, Cabinet Members, Governors, and Mayors. Our acceptance rate, overall, has exceeded 50%.

Your Views as to Economic Literacy

An overwhelming number of you so far responding value economic understanding highly. We realize of course that some self-selection of respondents has undoubtedly been involved, but it is noteworthy nevertheless that more of you designated economic understanding as "critically important" than as only (!) "highly desirable" and that only a few rated it any lower than "highly desirable." Only one of you so far found economic understanding to be at even a "satisfactory" level, and the great majority considered it either "unsatisfactory" or "very unsatisfactory."

We believe that your expressed concerns confirm the importance of the present inquiry.

The Definition of Economics Education

Almost all of you accepted the stated definition of economics education as it was developed with the participants in a preceding inquiry. The few suggestions we received typically narrowed the scope of the definition, though in different ways. We do not presume that the definition as it stands is perfect, but we do believe, with almost all of you, that it serves adequately for our present purposes, and we find it practicable that each of you interpret it with some degree of freedom. Moreover, chances will be provided for you individually to modify its meaning in your subsequent responses.

Your Reasons as to Why Economic Literacy Has Not Become Greater

We have of course received a wide array of suggestions as to why economics education has not been more effective. As we expected, there have been difficulties in organizing them for your more objective evaluations now. There were, however, high concentrations upon a few areas, when they were categorized reasonably broadly. Questionnaire #2 proceeds with them as its base.

The possibilities omitted from the listing, because they were weakly supported, or not supported at all, will be of interest to you. Of course in some cases their content can be read into one or more of the more popularly-chosen items.

The following areas, for example, received little or no specific support: the inevitable conflicts between conclusions in social economics and the purposes of interested parties; our general seeking of overly-rapid solutions of social problems; common feelings of helplessness to accomplish anything; insufficiencies of resources devoted to economics education; presumptions of "selfishness" or "materialism" in economic reasoning; the decentralized operations of economics education Councils and Centers; lack of materials or of success in their dissemination; failures to crystallize the goal(s) of economics education; recognition that resolutions of economic problems are impossible; and at least explicit conclusions that integration of economics into the social studies is too difficult or too ambitious or too expensive an undertaking or that its impact will be too long delayed. On the other hand, we have had no suggestion either that reliance upon economics courses per se should be curtailed.

Your responses indicated continuing beliefs that economics necessarily is difficult. Moreover, they indicated that economics education is handicapped by failures of economists and pseudo-economists explicitly to distinguish value judgments from economics in their prescriptions and by failures to be explicitly sceptical themselves of predictions as to the future.

Comments as to the popularly-chosen items appear on the following yellow pages attached to this Memorandum. You will find them of interest in their own right and as an aid in responding to the accompanying yellow Questionnaire #2.

Please complete your responses and return the Questionnaire in the accompanying stamped and addressed envelope at your earliest convenience. Thank you.

Sincerely,

R. V. Horton

Robert V. Horton
Associate Professor
Department of Economics

Project Director

October 15, 1975

D J Weidenaar

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

Please complete and return promptly the accompanying yellow Questionnaire #2 in the accompanying stamped and addressed envelope. Thank you.

Samplings of Comments of Participants As to the Obstacles to Economic Literacy Listed in Questionnaire #2

1. BECAUSE social studies teachers in the schools are inadequately trained in economics.
    - (a) "Lack of adequately-trained teachers."
    - (b) "Teachers do not understand; therefore economics is taught improperly."
    - (c) "Poor teacher training - both pre-service and in-service."
    - (d) "Teachers lack economics in (their) general education."
    - (e) "Too few teachers who understand economics."
2. BECAUSE there are in the schools too few adequately-trained teachers of economics itself.
    - (a) "High School teachers lack adequate preparation in economics education. Not certified to teach economics."
    - (b) "Competition among disciplines... economics loses out because of the paucity of teachers."
    - (c) "Poor teaching of economic principles in schools."
    - (d) "Lack of good high school teaching of the subject."
    - (e) "The dry, dull people attracted to our field."
3. BECAUSE approaches and materials for economics education is not made meaningful to students: coverage is too wide; it is not adequately tied in to real world experience; the unavoidable interrelationships between economics and human values are not clarified; etc.
    - (a) "Too many... teachers treat the subject in abstraction from the everyday experience of the student."
    - (b) "Not enough emphasis on background needed for general living."
    - (c) "Instruction from the view of the economist."

(Cont'd.)

3. (Cont'd.)

(d) "... teaching 'tools' and not applications."

(e) "We seek to cover subject matter."

4. BECAUSE economic reasoning is believed to be difficult.

(a) "People think it is too complicated and difficult"; people are afraid of it."

(b) "Basic difficulty of complex and interdependent subject matter."

(c) "Economics is difficult and is therefore not taught widely."

(d) "Economics today requires a math background;" "Poor training in mathematical tools and concepts and their applications."

(e) "Mystique... that economics is hard to understand."

(f) "... hard to teach... It may be more pleasant to believe in Santa Claus than to be told that 'there ain't no such thing as a free lunch'".

5. BECAUSE the importance of economic literacy is insufficiently recognized.

(a) "Americans take the economy for granted;" "too much affluence."

(b) "The normal educational/socialization process of most American families does not stress economics education."

(c) "Public does not perceive a strong need to improve economic literacy and therefore, the schools do not emphasize it (and) kids don't want to take it - a natural reaction."

(d) "It is not given a place of importance in the schools."

(e) "Educators are unaware of the importance of economics, vis a vis political science, sociology, etc."

(Cont'd.)

5. (Cont'd.)

   (f) "Failure of high school and college administrations and public media personnel to understand the importance of economic education."

   (g) "Recognition of the importance of study in other social and cultural fields."

6. BECAUSE economics education is too often diverted in practice, as to the teaching of bare facts or bare economic analysis; to consumer, vocational, or business training; or to purported "solutions" to social problems, etc.

   (a) "Has been based on theory (often obtuse or conflicting) or devoted to consumerism or mere defense of American capitalism."

   (b) "Presented strictly as an 'academic' subject."

   (c) "The strong emphasis... on the more 'glamorous' social sciences."

   (d) "Teachers do not present basic economic principles and applications... where they could be presented."

   (e) "The preeminence of history."

   (f) "... social studies curriculum inhibits study of economics."

   (g) "The proliferation of social science 'subjects' within the schools."

   (h) "Too much stress on economics as a social tool for making things 'better' rather than explaining what it is and how it works..."

   (i) "... economics covers the big picture, ignoring nearly all that the average person considers important, at least important to him."

   (j) "No economics education at any level in educational system."

   (k) "The curriculum is too crowded with fads."

7. BECAUSE economics education* in a separate secondary school course is not required.

   (a) "Not taught as a separate course."

   (b) "... economic education in a piece-meal fashion... never understand the relationships."

   (c) "School systems/boards/ etc. not requiring more of it."

   (d) "No adequate course or part of course is required."

   (e) "Not required as a course."

   (f) "It is an elective or a mini-course for only a few."

   (g) "Lack of a core curriculum that includes it in most public schools."

   (h) "We should place our reliance now more upon finding adequate teachers of economics than upon adequately training social studies teachers in economics."

8. BECAUSE a pervasive economic illiteracy in constantly regenerated by parents, teachers, the media, and others who are economically illiterate.

   (a) "Economically-illiterate mentors."

   (b) "Bad or no home training."

   (c) "Children of fathers and mothers employed by others do not directly perceive economic forces as did the children of farmers and shopkeepers."

   (d) "Most people, including teachers, have no training in economics."

   (e) "College produce economically-illiterate grads who go on to teach..."

   (f) "News media distort facts... do not attempt to understand basic profit/loss economics."

---

* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

8. (Cont'd.)

   (g) "Misleading statements by political leaders;" "political dishonesty."

   (h) "Bias on the part of the learners."

9. BECAUSE confidence in economic principles is undermined by interjections of value judgments which are not made explicit or by overly-courageous attempts to predict actual outcomes in complex settings.

   (a) "Economists themselves have such divergent views."

   (b) "Apparent contradiction among economists thenselves regarding what policies are appropriate."

   (c) "Many people view economics as a very inexact science."

   (d) "Economics is in disrepute... we get smarter and have more experts and our troubles increase."

   (e) "Assumed arrogance by economists who in fact are incredibly naive...."

   (f) "Because most of macro economics conflicts with the conservative-Republican-business ideology (ex. Fiscal Policy and Balanced Budget) which dominates school boards."

   (g) "Special interest groups misuse economic concepts."

   (h) "Politicization of the subject."

   (i) "Academic bias; anticapitalistic bias."

   (j) "Propaganda by business to miseducate in defense of vested interests."

   (k) "Capitalism requires ignorance."

   (l) "General misconception that anyone's ideas are valid."

Exh. C-5

No.______________ .2 /Col. 4-8/

Inquiry as to Achieving Literacy in Economics

Questionnaire #2

Please return promptly in the accompanying stamped, addressed envelope. Tabulating planned for: **Monday**, **November 3**, 1975. Thank you.

IA. I indicate by marking a P in the appropriate box the one of the nine statements below which in my opinion best explains why economic literacy has not become greater today:

(Please give maximum emphasis to the general idea expressed and minimum emphasis to the particular words used to express it. You don't necessarily have to agree with every part of the statement which you select. Amplifications of many of the ideas involved in each of the possibilities appear in the yellow pages of the Memorandum accompanying this Questionnaire.)

(- Mark one P only, please -)

/P: Col. 20-22;
N: Cols. 24-26
and 28-30/

1. BECAUSE social studies teachers in the schools are inadequately trained in economics .... ☐ /S01/
2. BECAUSE there are in the schools too few adequately-trained teachers of economics itself............... ☐ /P01/
3. BECAUSE approaches and materials for economics education are not made meaningful to students: coverage is too wide; it is not adequately tied in to real world experience; the unavoidable interrelationships between economics and human values are not clarified; etc............................. ☐ /P02/
4. BECAUSE economic reasoning is believed to be difficult.................................... ☐ /I06/
5. BECAUSE the importance of economic literacy is insufficiently recognized .... ☐ /I02/
6. BECAUSE economics education is too often diverted in practice, as to the teaching of bare facts or bare economic analysis; to consumer, vocational, or business training; or to purported "solutions" to social problems, etc. .... ☐ /D01/

→ (— The list continues on the next page. —)

/P: Col. 20-22;
N: Cols. 24-26
and 28-30/

7. BECAUSE economics education* in a separate secondary school course is not required. . . . . ☐ /D04/

8. BECAUSE a pervasive economic literacy+ is constantly regenerated by parents, teachers, the media, and others who are economically illiterate. . . . . ☐ /I01/

9. BECAUSE confidence in economic principles is undermined by interjections of value judgments which are not made explicit or by overly-courageous attempts to predict actual outcomes in complex settings . . . . ☐ /A01/

→ (NOTE: Did you answer the question we asked? It is NOT which statement appeals to you the most nor which may be truest, BUT which has been our greatest obstacle to achieving general literacy in economics.)

IB. (Optional - The space below is reserved for captious complaints, unjustified criticisms, other brief comments, discerning questions, and indeed, even compliments to us!)

____

____

____

____

IC. I indicate by marking an N in each of two boxes in IA above the two others of the nine statements which in my opinion next best explain why economic literacy has not become greater today.

(- Mark in boxes in IA above TWO "N's" only, please. -)

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* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

+ Sic in the original mailings. Correction to "illiteracy" was mailed to all participants, and returned questionnaires were sent back in cases where we did not feel assured that the respondent was marking as to the corrected item (or in very late arriving such cases, the responses to Items IA and IC were just not included in statistical tabulations.)

IIA. I identify below the single action which I believe now would best counter one or more of the obstructions to economic literacy identified in IA above:

(Try to cite a single action, the one which you believe would promise greatest effectiveness against economic illiteracy, relative to costs. More immediate effectiveness is thus a possible consideration.)

____

____

(Leave blank, please)
/Col. 36-38/
☐

IIB. (Optional, but your responses here can be very helpful): I identify below the individual characteristics of the action identified in IIA above which I consider most essential or helpful:

(You may identify 0 to 10 such characteristics, as you may choose.)

(Leave blank, please)

1. ____ ☐ /Col. 42-43/
2. ____ ☐ /Col. 45-46/
3. ____ ☐ /Col. 48-49/
4. ____ ☐ /Col. 51-52/
5. ____ ☐ /Col. 54-55/
6. ____ ☐ /Col. 57-58/
7. ____ ☐ /Col. 60-61/
8. ____ ☐ /Col. 63-64/
9. ____ ☐ /Col. 66-67/
10. ____ ☐ /Col. 69-70/

IIC. (Optional): I identify below the reasoning or rationale why I deem the action as suggested in IIA and IIB above to be the most desirable: ______________________________

____

____

(- Again that's all, and again thank you! -)

Exh. C-6

MEMORANDUM TO ACCOMPANY
QUESTIONNAIRE #3

of Inquiry as to Achieving Literacy in Economics in which

YOU HAVE AGREED TO PARTICIPATE

"... the formal principles of economic theory can never carry anyone very far toward the prediction or technical control of corresponding economic behavior...The intelligent application of these principles is... chiefly significant for showing what is 'wrong' rather than what is 'right' in an existing situation and in any proposed line of action." - Frank H. Knight.

"If economists could manage to get themselves thought of as humble, competent people, on a level with dentists, that would be splendid." - John Maynard Keynes.

After reading this Memoramdum, please complete and return promptly in the accompanying stamped and addressed envelope your blue-covered Questionnaire #3 (Form 8A75) and your pink identification and report request sheet (Form 9A75), all three of which items are enclosed with this Memorandum. Thank you.

- Tabulation planned for December 17, 1975 - (although holiday mails may delay us some)

- DO NOT RETURN THIS MEMORANDUM -

7A75

MEMORANDUM TO ACCOMPANY

QUESTIONNAIRE #3

# of Inquiry as to Achieving Literacy in Economics

Take it Easy

Questionnaire #3 which accompanies this Memorandum should cause you no alarm. Each respondent is to be concerned with only a few of its pages, or three to five question sets, depending upon how one counts. The questions are all objective and thus require only check-offs. We think you will find it less time consuming than the previous Questionnaires of the Inquiry.

We foresee this Questionnaire #3 as the last. It is still our belief that the Inquiry will well sustain our original hopes that it could be of considerable value in better focusing future actions in the good cause of greater general literacy in economic reasoning. If so, we hope you as a participant will feel amply rewarded for your time and efforts in its behalf. In any event, we thank you for your participation.

Your response to the current Questionnaire #3 is basic to the success of the Inquiry. Moreover, it can still be of major significance, even if we never received a completed Questionnaire #2 from you. We of course still wish to end up with the fullest representation possible of the views of participants of your own particular background and experience.

How Are We Doing? (Skip if you wish.)

You may find it worthwhile to hear about some of the hazards to which a director of an inquiry such as this is exposed. An economist told us, for example: "A very awkward survey", and a businessman wrote: "...far from clear." One of our old associates (perhaps better designated as a young, former associate), now a curriculum specialist, wrote: "Your instructions could be more literate; but then economists never could write." A school board member said: "Simply, to what are the results of this study going to be addressed?" A school administrator wrote as to compliments: "Never for questionnaire designers!"

But we also heard from an educator: "... an exemplary model, as 'slick' (in a positive sense) as any advertising promotion"; from an individual trained as an historian: "This material is no trouble. I'm enjoying it"; and from a businessman: "Your questions made me think too much! (But that's good!)" There were complimentary summary remarks, too, as from a social studies teacher: "The study is timely and excellent. It is wise to extend it to many segments of life."

ANNEX B (Cont'd.)

ACTION 3

(Promote economic understanding (economics education*) among news and media personnel)

PROS - General

1. They are our opinion molders.
2. They largely develop the need to know and to learn.
3. They have broadest coverage, to which values can easily be attached.
4. Remedial action at school levels will take 50 years to affect the whole population - this could affect the whole population in 5 years.
5. Would hit all now.

CONS - General

1. To change the media would require one more great regulatory agency.
2. Indirect device.
3. There is a discipline of economics, and it cannot be learned piecemeal.
4. The news job of the media is to report even wrong economic statements, and in editorial interpretations they are political beasts and reflect special interests. Would economic literacy help?
5. For these reasons, can any reasonably achievable effort of this kind make much of a dent in the pervasive economic illiteracy we have?

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*As defined in the footnote on the first page of this ANNEX B.

ANNEX B (Cont'd.)

ACTION 4

(Improve the social studies curricula in the schools (we are NOT referring here to courses or units)in economic education* per se)

PROS - General

1. Economics is important to children at all levels.
2. The schools must assume what the home and society have not assumed.
3. A course of study is seldom better than the book on which it is based.
4. Texts and aids guide both the student and the teacher.
5. Materials can be improved in a relatively short time.
6. Better texts not the best choice, but the most cost-effective.
7. Builds on the established program rather than competes in the curriculum.
8. There are not add-on costs.
9. Economics education has often been "hit or miss" rather than systematic.
10. Economics education Councils and Centers are available to assist.
11. The Developmental Economic Education Program (DEEP) of the Joint Council on Economic Education can provide experienced assistance.
12. The young are the most teachable and flexible, with fewest vested interests.

CONS - General

1. Teachers use only what they know how to use, regardless of its quality: thus, teacher training is also required.
2. The most effective materials require teacher inputs as to client readiness, interests, and information: can an economically-illiterate teacher so contribute?
3. It would take 50 years at school levels to affect the whole population.
4. Can any reasonably-achievable effort of this kind offset the pervasive economic illiteracy of teacher and client which exists?
5. Haven't we been trying all along to do it this way and failed?

---

*As defined in the footnote on the first page of this ANNEX B.

ANNEX B (Cont'd.)

ACTIONS 5 AND 6

(Promote the economic literacy of teachers of social studies (we are NOT referring here to teachers of courses in economics education* per se))

PROS - General

1. God did not make an economic world apart from a world of values, of societies, and of politics.
2. The schools must assume what the home and society have not assumed.
3. Social studies teachers and courses are now in the schools.
4. We need a cadre.
5. Social studies teachers avoid economics, or rather just think they do, and fall prey to their own and others' faulty interpretations of economic relationships, in spite of their good will, because they are not trained and they realize it. Nevertheless, economic principles operate whether we know it or not - ignorance is the enemy.
6. We must affect teacher attitudes before hitting at students.
7. Teachers teach what they know and are "at ease" with. No teacher attempts anything without feeling "at ease" with it.
8. No education system rises above the quality, imagination, vision, of the teachers who staff it.
9. High multiplier effect: each trained teacher affects many students.
10. Economics is important to children at all levels.
11. The young are the most teachable and flexible, with fewest vested interests.
12. Economics education Councils and Centers now exist to expedite and assist.

CONS - General

1. It makes little sense to try to make the schools do something of which the adult population is not convinced.
2. There is a discipline of economics and piecemeal, hit-or-miss exposures in the social studies will not suffice.
3. Remedial action at the school levels will take 50 years to affect the whole population.
4. Can any reasonally-achievable effort of this kind, pre-service, in-service, or both, offset the pervasive economic illiteracy with which it contends?
5. Haven't we been trying all along to do it this way and failed?

PROS - of requiring economic literacy of social studies teachers

1. We may hate the idea that teachers won't do or learn for themselves, but we face an apathetic populace.
2. Requirement will be a catalyst for changing teacher training institutions, texts, and curricula and for pervasiveness of better economics in total school (1-12) program.

(CONTINUED ON NEXT PAGE)

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*As defined in the footnote on the front page of this ANNEX B.

ANNEX A

Distributions of Choices[a] in Questionnaire #2 as to Why Economic Literacy Has Not Become Greater

Respondent Grouping	Numbers	Percentages[a] of all choices within the respondent grouping						
		#1. Inadequately Trained Soc. Stud. Tchrs.[b]	#2. Too few Econ. Tchrs.[b]	#3. Econ. not meaningful[b]	#5. Importance not recognized[b]	#6. Diversions[b]	#8. Illiteracy constantly regenerated[b]	Others (#4, #7, and #9)[b]
With Primary Occupation:								
Economics Education	55	20 (17)	11 (11)	21 (18)	14 (14)	9 (8)	10 (17)	9 (15)
Other Economists	28	29 (24)	10 (12)	26 (19)	10 (8)	6 (10)	16 (15)	3 (12)
Other Social Scientists	14	14 (12)	14 (12)	29 (29)	0 (7)	21 (16)	7 (11)	15 (13)
School Administration	25	20 (19)	12 (19)	24 (21)	16 (16)	0 (6)	20 (17)	8 (12)
Other Soc. Stud. Tchrs.	16	25 (19)	6 (11)	19 (16)	25 (17)	6 (8)	19 (16)	0 (13)
Curriculum Specialists	20	13 (18)	13 (10)	30 (24)	26 (17)	0 (7)	9 (11)	9 (13)
Trainers of Teachers	20	20 (19)	0 (2)	5 (16)	35 (20)	5 (8)	25 (21)	10 (14)
Business	42	14 (13)	7 (12)	29 (25)	24 (20)	2 (6)	17 (14)	7 (10)
Government	16	6 (12)	6 (12)	12 (15)	24 (15)	6 (7)	29 (22)	17 (17)
School Board Members:[c]								
Homemakers	5	0 (10)	0 (5)	60 (30)	20 (15)	0 (5)	0 (10)	20 (25)
Others	12	33 (23)	8 (15)	17 (17)	17 (19)	0 (8)	17 (15)	8 (3)
Ec. Ed. Org. Officers and Empl.	37	22 (20)	8 (8)	19 (22)	27 (18)	5 (7)	16 (15)	3 (10)
By roles in ec. ed:								
College Teaching	43	22 (17)	11 (13)	22 (19)	13 (14)	9 (8)	11 (15)	12 (14)
Pre-College Teaching	21	10 (11)	5 (10)	24 (19)	19 (17)	5 (6)	24 (19)	13 (18)
Research	24	21 (19)	4 (6)	8 (17)	21 (14)	8 (10)	21 (19)	17 (15)
Administration	28	7 (16)	7 (5)	25 (24)	29 (20)	4 (7)	25 (19)	3 (9)
Views as to Econ. Lit.[d]								
So-so	56	18 (18)	11 (12)	25 (19)	25 (17)	4 (9)	9 (11)	8 (14)
Unsatisfactory	129	16 (17)	9 (10)	25 (23)	16 (14)	5 (6)	19 (17)	10 (13)
Very unsatisfactory	60	24 (18)	5 (9)	14 (17)	25 (18)	8 (11)	18 (18)	6 (9)
Critically Important	120	12 (14)	11 (11)	22 (21)	21 (16)	6 (8)	20 (18)	8 (12)
Highly Desirable	107	24 (21)	5 (8)	24 (20)	22 (16)	4 (8)	14 (15)	7 (12)
Compared to a decade ago:								
Somewhat higher	90	19 (20)	10 (10)	27 (20)	24 (18)	1 (7)	11 (13)	8 (12)
About the same	104	20 (16)	7 (10)	16 (19)	18 (15)	6 (8)	24 (21)	9 (11)
Somewhat lower	39	15 (16)	5 (19)	28 (23)	20 (14)	12 (9)	15 (15)	5 (14)

---

[a] The first percentage stated is of first choices; the second (in parentheses) is an average of three choices, with the first choice doubly weighted. [b] These items are more completely specified in the following ANNEX A-1. [c] Includes only participants invited as such, since others would be weighted heavily to the occupational groupings involved here. [d] Other categories much

ANNEX A-1

Specifications of Why Economic Literacy Has Not Become Greater

#1: Social studies teachers in the schools are inadequately trained in economics.

#2: There are in the schools too few adequately-trained teachers of economics itself.

#3: Approaches and materials for economics education are not made meaningful to students; coverage is too wide; it is not adequately tied in to real world experience; the unavoidable interrelationships between economics and human values are not clarified; etc.

#4: Economic reasoning is believed to be difficult.

#5: The importance of economic literacy is insufficiently recognized.

#6: Economics education is too often diverted in practice, as to the teaching of bare facts or bare economic analysis; to consumer, vocational, or business training; or to purported "solutions" to social problems, etc.

#7: Economics education in a separate secondary school course is not required.

#8: A pervasive economic illiteracy is constantly regenerated by parents, teachers, the media, and others who are economically illiterate.

#9. Confidence in economic principles is undermined by interjections of value judgments which are not made explicit or by overly-courageous attempts to predict actual outcomes in complex settings.

ANNEX B

Pros and Cons as to Various Actions (and Selected Characteristics) to Counter Obstructions to Economic Literacy

ACTION 1

(Promote deeper and more widespread insight into just why economic understanding (economics education*) is, and is not, important)

PROS - General

1. First, economists must address the questions of the extent to which economics (and which economic concepts) are really helpful.
2. Without public support not much constructive action can take place.
3. It makes little sense to try to make the schools do something of which the adult population is not convinced.
4. Such campaigns have been successful (Smokey the Bear).
5. It's not the schools that are the barrier; it's the lack of emphasis on economics in the larger society.
6. Schools reflect public opinion - they can change attitudes and knowledge in two years.
7. Tradition and institutional inertia are crucial barriers to success via the schools.
8. There are diversions in the schools to many different courses and units, extra curriculum activities, etc.
9. Too many do not consider economics of the day very important; they assume things will work themselves out without any effort on the part of the individual (cf. statements as to related actions under the heading "A Few Omitted Proposals" in the body of this Memorandum.)
10. But there is great interest in economics - it just needs to be effective.
11. Explain the necessities and the means will open up.
12. Economics education Councils and Centers now exist to assist.

CONS - General

1. The best way to demonstrate that economics education is possible is economics programming on T.V.
2. Economic literacy... is not desirable for the many from the viewpoint of the U.S. Establishment (elite, ruling class.)

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*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

ANNEX B (Cont'd.)

ACTION 2

(Promote among the general public understanding in economics itself*)

PROS - General

1. Best way to demonstrate economics education is possible.
2. Most efficient, because literacy problem is shared by all segments, and provides wide exposure.
3. Circumvents tradition and institutional inertia of the schools.
4. To show trained persons in every school are not essential.
5. Remedial action at school levels will take 50 years to affect the whole population.
6. We haven't time to go the school or other routes.
7. Hits all now.

CONS - General

1. The older ones have found through "experience" that (change in behavior) is difficult and "abandoned it."
2. Youth is more flexible and teachable, with fewer vested interests.
3. Of course, costs would be high and preparations needed would be enormous.
4. Can any reasonably-achievable effort of this kind make much of a dent in the pervasive economic illiteracy we have?

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*Economics education as defined in the footnote on the first page of this ANNEX B, but not necessarily course work.

ANNEX B (Cont'd.)

ACTION 3

(Promote economic understanding (economics education*) among news and media personnel)

PROS - General

1. They are our opinion molders.
2. They largely develop the need to know and to learn.
3. They have broadest coverage, to which values can easily be attached.
4. Remedial action at school levels will take 50 years to affect the whole population - this could affect the whole population in 5 years.
5. Would hit all now.

CONS - General

1. To change the media would require one more great regulatory agency.
2. Indirect device.
3. There is a discipline of economics, and it cannot be learned piecemeal.
4. The news job of the media is to report even wrong economic statements, and in editorial interpretations they are political beasts and reflect special interests. Would economic literacy help?
5. For these reasons, can any reasonably achievable effort of this kind make much of a dent in the pervasive economic illiteracy we have?

---

*As defined in the footnote on the first page of this ANNEX B.

ANNEX B (Cont'd.)

ACTION 4

(Improve the social studies curricula in the schools (we are NOT referring here to courses or units)in economic education* per se)

PROS - General

1. Economics is important to children at all levels.
2. The schools must assume what the home and society have not assumed.
3. A course of study is seldom better than the book on which it is based.
4. Texts and aids guide both the student and the teacher.
5. Materials can be improved in a relatively short time.
6. Better texts not the best choice, but the most cost-effective.
7. Builds on the established program rather than competes in the curriculum.
8. There are not add-on costs.
9. Economics education has often been "hit or miss" rather than systematic.
10. Economics education Councils and Centers are available to assist.
11. The Developmental Economic Education Program (DEEP) of the Joint Council on Economic Education can provide experienced assistance.
12. The young are the most teachable and flexible, with fewest vested interests.

CONS - General

1. Teachers use only what they know how to use, regardless of its quality: thus, teacher training is also required.
2. The most effective materials require teacher inputs as to client readiness, interests, and information: can an economically-illiterate teacher so contribute?
3. It would take 50 years at school levels to affect the whole population.
4. Can any reasonably-achievable effort of this kind offset the pervasive economic illiteracy of teacher and client which exists?
5. Haven't we been trying all along to do it this way and failed?

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*As defined in the footnote on the first page of this ANNEX B.

ANNEX B (Cont'd.)

ACTIONS 5 AND 6

(Promote the economic literacy of teachers of social studies (we are NOT referring here to teachers of courses in economics education* per se))

PROS - General

1. God did not make an economic world apart from a world of values, of societies, and of politics.
2. The schools must assume what the home and society have not assumed.
3. Social studies teachers and courses are now in the schools.
4. We need a cadre.
5. Social studies teachers avoid economics, or rather just think they do, and fall prey to their own and others' faulty interpretations of economic relationships, in spite of their good will, because they are not trained and they realize it. Nevertheless, economic principles operate whether we know it or not - ignorance is the enemy.
6. We must affect teacher attitudes before hitting at students.
7. Teachers teach what they know and are "at ease" with. No teacher attempts anything without feeling "at ease" with it.
8. No education system rises above the quality, imagination, vision, of the teachers who staff it.
9. High multiplier effect: each trained teacher affects many students.
10. Economics is important to children at all levels.
11. The young are the most teachable and flexible, with fewest vested interests.
12. Economics education Councils and Centers now exist to expedite and assist.

CONS - General

1. It makes little sense to try to make the schools do something of which the adult population is not convinced.
2. There is a discipline of economics and piecemeal, hit-or-miss exposures in the social studies will not suffice.
3. Remedial action at the school levels will take 50 years to affect the whole population.
4. Can any reasonally-achievable effort of this kind, pre-service, in-service, or both, offset the pervasive economic illiteracy with which it contends?
5. Haven't we been trying all along to do it this way and failed?

PROS - of requiring economic literacy of social studies teachers

1. We may hate the idea that teachers won't do or learn for themselves, but we face an apathetic populace.
2. Requirement will be a catalyst for changing teacher training institutions, texts, and curricula and for pervasiveness of better economics in total school (1-12) program.

(CONTINUED ON NEXT PAGE)

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*As defined in the footnote on the front page of this ANNEX B.

ACTIONS 5 and 6 (Cont'd.)

PROS - Of pre-service training of social studies teachers

1. There is no practicable way to teach economics adequately to high school teachers already in service - there is a discipline to be learned.
2. Teachers labor union requirements for staff development in most teacher contracts make in-service training nearly impossible.
3. One-shot in-service programs don't accomplish much.

PROS - Of training teacher trainers in economics.

1. Even greater multiplier effects, but at the expense or risk of added delays in public effectiveness, counter influences of other teacher trainers, lack of leadership positions of newly-employed teachers, etc.

PROS - Of in-service training of social studies teachers

1. These teachers are entrenched in the schools and are the leadership cadre.
2. Not the most desirable strategy, but the hiring of social studies teachers who might be pre-service trained in economics is currently at low levels.

ANNEX B (Cont'd.)

ACTIONS 7, 8, AND 9

(Extend the taking by students of course(s) in economics (economics education* per se)

PROS - General

1. The schools must assume what the home and society have not assumed.
2. Where better attempt, as we must, to break into the cycle of economic illiteracy?
3. Exposure to economics will indicate its value for successful living.
4. It is very difficult to learn if one is not exposed to the subject.
5. Otherwise, economic education is "hit or miss", not systematic nor revealing an overall view of the economic world. There is a discipline required for economic literacy, and it must be learned in school.
6. Economic principles operate whether one knows them or not - ignorance of them is the enemy.
7. Such courses would reach almost all eventually, and just prior to their voting and going to work.
8. The young are the most teachable and flexible, with fewest vested interests.
9. Such programs have worked in other areas in the past.
10. There is no practical way, as an alternative, to teach economics adequately to present social studies teachers, and teachers can only teach what they know and feel "at ease" with.
11. Hiring of general social studies teachers who might be pre-serviced trained in economics is currently at low levels.
12. Economics education Councils and Centers now exist to expedite the job, and assist in it.
13. Only through a clear understanding of economics can its value and use be successfully explained to public school students.

CONS - General

1. It makes little sense to try to make the schools do something of which the adult population is not convinced.
2. God did not make an economic world apart from a world of values, of societies, and of politics. No academic discipline can qualify as the savior of mankind.
3. Economists cannot do the job themselves - they have no souls and pure economics turns people off.
4. Such courses compete for space in the curriculum instead of building upon an established program.
5. Remedial action at school levels will take 50 years to affect the whole population.

PROS - Of requiring courses in economics

1. We may hate the idea that people won't do or learn for themselves, but we face an apathetic populace.

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*As defined in the footnote on the first page of this ANNEX B.

Exh. C-7

No.______________.3 /Col. 4-8/

Inquiry as to Achieving Literacy in Economics

Questionnaire #3

Please do not alarm yourself by the apparent bulk of this Questionnaire. To complete the study, you will be considering fewer than one half of its pages, or figured generously, only five question sets, all for your checkoff choices only.
We suggest that you examine the accompanying yellow-covered Memorandum before marking your responses here.

Please complete and return promptly, with your pink identification sheet (Form 9-A-75), in the accompanying stamped and addressed envelope.
Our tabulating is planned for: Wednesday, December 17, 1975. (although holiday mails may delay us.)

8A75

QI-1

IA. I indicate by marking a P in the appropriate box below the one action of those listed which I believe would best counter, at lowest relative cost, one or more of the important obstructions to economic literacy as presented in ANNEX A (on pink-colored paper) of the accompanying Memorandum as to this Questionnaire #3:

(Amplifications as to the actions appear in the multi-colored pages of ANNEX B at the back of the accompanying Memorandum. The relevant paper color is indicated below, action by action.)

→ (- Mark one P only, please -)

/P: Col. 30;
N's: Cols. 32
and 34/

1. Promote deeper and more widespread insight into just why economic understanding (economics education*) is, and is not, important (white paper).. ☐ /1/
2. Promote among the general public understanding in economics itself (buff paper)....................... ☐ /2/
3. Promote economic understanding (economics education*) among news and other media personnel (pink paper)... ☐ /3/
4. Improve the social studies curricula in the schools (we are NOT referring here to courses (or units) in economics education* per se) (goldenrod paper)....... ☐ /4/

Promote the economic literacy of teachers of social studies (we are NOT referring here to teachers of courses in economics education* per se) (green paper).

5. By requirements......................... ☐ /5/
6. By encouragement, but NOT requirements.. ☐ /6/

→ (- The list continues on the next page. -)

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* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a metter of professional training.)

+ Economics education as defined*, but not necessarily course work.

/P: Col. 30;
N's: Cols.32
and 34/

Extend the taking by students of course(s) in economics (economics education*) per se (canary paper).............

7. By requirements...................... ☐ /7/

8. By promotions of them, but NOT requirements......................... ☐ /8/

9. By offerings of them, but neither requirements nor promotions.......... ☐ /9/

IB. I indicate by marking an N in each of two other boxes in IA above the two other actions which I believe would next best counter the obstructions to economic literacy as mentioned in the preamble to IA.

(-- Mark in boxes in IA above the two N's only, please --)

II. If you marked your P in IA above for:	Proceed to following Questionnaire page:	On colored paper:
Action 1	QII-1a	White
Action 2	QII-2a	Buff
Action 3	QII-3a	Pink
Action 4	QII-4a	Goldenrod
Action 5	QII-5a	Green
Action 6	QII-5a	Green
Action 7	QII-7a	Canary
Action 8	QII-7a	Canary
Action 9	QII-7a	Canary

Re: ACTION 1 QII-1a

(**NOTE**: This page is for choosers (P) of Action 1 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education* relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOID
- Make clear there is an economic science.............	☐	/38/	☐
- Make clear why economists disagree (as do other scientists where values and predictions are involved)......................................	☐	/39/	☐
- Make clear an economic system exists - under all political systems and in all societies and environments.......................................	☐	/40/	☐
- As a basis, identify what knowledge, skills, and attitudes make up economic literacy.................	☐	/41/	☐
- Distinguish economics education from economics......	☐	/42/	☐
- Distinguish economic literacy from ability in the market place ("it is not the business of economists to teach businessmen how to make and sell beer," e.g.)..	☐	/43/	☐
- Distinguish economic education from sociology, political science, goodwill, etc....................	☐	/44/	☐
- Develop idea economics education is for everyone and is important to everyone.........................	☐	/45/	☐
- Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions)..........	☐	/46/	☐
- Develop and disseminate guidelines to others for teaching that economic literacy is important........	☐	/47/	☐
- Get official recognition of such parties as the President, Congress, U.S. Office of Education, Governors, Mayors, State educational agencies, National Education Association, Chamber of Commerce, labor organizations, universities, etc., of the importance of economic literacy..............................	☐	/48/	☐

——> (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-1b

	/1/ SEEK	/Col./	/2/ AVOID
- Must get economics education into U.S. Office of Education priority list..............................	☐	/49/	☐
- National publicity..............................	☐	/50/	☐
- State and local committees and programs............	☐	/51/	☐
- Direct specific campaigns to:			
- Public at large..............................	☐	/52/	☐
- Public leaders..............................	☐	/53/	☐
- Educational world..............................	☐	/54/	☐
- Educational conferences....................	☐	/55/	☐
- School board members......................	☐	/56/	☐
- School administrators......................	☐	/57/	☐
- Teachers..............................	☐	/58/	☐
- Parents (young adults)......................	☐	/59/	☐
- Media personnel..............................	☐	/60/	☐
- Business groups..............................	☐	/61/	☐
- Labor groups..............................	☐	/62/	☐
- Develop best entree groups generally and locally....	☐	/63/	☐
- Develop best specific approaches to each above group..............................	☐	/64/	☐
- Organize new national task force to regenerate economics education..............................	☐	/65/	☐

→ (PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

QII-2a

Re: ACTION 2

(Note: This page is for choosers (P) of Action 2 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education* relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOI
- Make clear there is an economic science	☐	/38/	☐
- Make clear why economists disagree (as do other scientists where values and predictions are involved).	☐	/39/	☐
- Establish just why economic literacy is important	☐	/40/	☐
- Establish specific goal(s) of economics education	☐	/41/	☐
- As a basis, identify what knowledge, skills, and attitudes make up economic literacy	☐	/42/	☐
- Distinguish economic literacy from ability in the market place ("it is not the business of economists to teach businessmen how to make and sell beer," e.g.)	☐	/43/	☐
- Distinguish economic education from sociology, political science, goodwill, etc	☐	/44/	☐
- Develop idea economics education is for everyone and is important to everyone	☐	/45/	☐
- Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions)	☐	/46/	☐
- Get official recognition of such parties as the President, Congress, U.S. Office of Education, Governors, Mayors, State educational agencies, National Education Association, Chamber of Commerce, labor organizations, universities, etc., of the importance of economic literacy	☐	/47/	☐

→ (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-2b

	/1/ SEEK	/Col./	/2/ AVOID
- Stress knowledge of facts (descriptive approach).....	☐	/48/	☐
- Stress how an economist analyzes.....................	☐	/49/	☐
- Stick to the immutable things........................	☐	/50/	☐
- Stick to the simple things, the comprehensible ones..	☐	/51/	☐
- Stick to the most important things...................	☐	/52/	☐
- Make repeated applications of them...................	☐	/53/	☐
- Solve (or purport to solve) social problems..........	☐	/54/	☐
- Teach to distinguish the economically false..........	☐	/55/	☐
- Stress overall picture of how economic systems work..	☐	/56/	☐
- Distinguish values from economics and other social sciences....................................	☐	/57/	☐
- Advocate free enterprise.............................	☐	/58/	☐
- Advocate Marxism.....................................	☐	/59/	☐
■ Stress objectivity-avoid bias (YES/1/,/2/ NO)........	☐	/60/	☐
- Except as to the values of rationality and dignity of the individual......................	☐	/61/	▨
- Except rationality only..........................	☐	/62/	▨
- Except dignity of the individual only............	☐	/63/	▨
- Use simple language..................................	☐	/64/	☐
- Use public broadcasts................................	☐	/65/	☐
- Use extension or adult classes.......................	☐	/66/	☐
- Rapidly proliferate extension classes................	☐	/67/	☐
- Use advertising campaigns:			
- Reader's Digest-type short articles..............	☐	/68/	☐
- Caterpillar Tractor advertisement type-discursive displays,..................................	☐	/69/	☐

———→ (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-2c

	/1/ SEEK	/Col./	/2/ AVOID
- Warner and Swazey advertisement type-single point displays (essentially)	☐	/70/	☐
- Have governmental frank explanations through news media	☐	/71/	☐
- Must be repetitive in impacts	☐	/72/	☐
- Target is all age groups	☐	/73/	☐
- Parents of school-age children	☐	/74/	☐
- Opinion molders: clergy, media, governmental officials, community leaders, teachers at all levels, etc	☐	/75/	☐
- Make clear an economic system exists - under all political systems and in all societies and environments	☐	/76/	☐

(PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

QII-3a

Re: ACTION 3

(Note: This page is for choosers (P) of Action 3 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education* relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOID
- Establish just why economic literacy is important...	☐	/38/	☐
- Establish specific goals of economics education.....	☐	/39/	☐
- Establish specific knowledge, skills, and attitudes desired..	☐	/40/	☐
- Make clear there is an economic science............	☐	/41/	☐
- Make clear why economists disagree (as do other scientists where values and predictions are involved)..	☐	/42/	☐
- Make clear an economic system exists - under all political systems and in all societies and environments..	☐	/43/	☐
- Distinguish economic education from sociology, political science, goodwill, etc....................	☐	/44/	☐
- Develop idea economics education is for everyone and is important to everyone............................	☐	/45/	☐
- Expose and illustrate economic illiteracies of various publics (poor arguments and poor decisions).........	☐	/46/	☐
- Stress knowledge of facts (descriptive approach)....	☐	/47/	☐
- Stress how an economist analyzes....................	☐	/48/	☐
- Stick to the immutable things........................	☐	/49/	☐
- Stick to the simple things, the comprehensible ones.	☐	/50/	☐

→ (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-3b

	/1/ SEEK	/Col./	/2/ AVOID
- Stick to the most important things..................	☐	/51/	☐
- Make repeated applications of them..................	☐	/52/	☐
- Solve (or purport to solve) social problems.........	☐	/53/	☐
- Teach to distinguish the economically false.........	☐	/54/	☐
- Stress overall picture of how economic systems work.	☐	/55/	☐
- Distinguish values from economics and other social sciences......................................	☐	/56/	☐
- Advocate free enterprise............................	☐	/57/	☐
- Advocate Marxism....................................	☐	/58/	☐
- Stress objectivity-avoid bias (YES /1/, /2/ NO).....	☐	/59/	☐
- Except as to the values of rationality and dignity of the individual.....................	☐	/60/	▨
- Except rationality only........................	☐	/61/	▨
- Except dignity of the individual only.........	☐	/62/	▨

→ (PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

QII-4a

Re: ACTION 4

(NOTE: This page is for choosers (P) of Action 4 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education* relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOID
- Establish just why economic literacy is important...	☐	/38/	☐
- Establish specific goal(s) of economic education....	☐	/39/	☐
- As a basis, identify what knowledge, skills, and attitudes make up economic literacy................	☐	/40/	☐
- Establish where items of 40 above should fit into curricula................................	☐	/41/	☐
- Students should participate in setting guidelines...	☐	/42/	☐
- Guidelines of 38-41 above should be well disseminated.................................	☐	/43/	☐
- Teachers themselves should participate in 38-41 above..	☐	/44/	☐
(Only teacher-developed materials have credibility?)	▨	~~/45/~~	▨
(Teachers are inadequately trained in economics to develop such materials?)	▨	~~/46/~~	▨
- Train social studies teachers themselves in economics (or even the best curriculum will be ineffective)......................................	☐	/47/	☐
- Curricula should be established for all grades, K-12.	☐	/48/	☐
- Curricula should be cumulative in nature............	☐	/49/	☐
- Support for economics in the curriculum should be secured among school board members, administrators, community leaders, and local colleges and economics Councils and Centers................................	☐	/50/	☐

→ (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-4b

	/1/ SEEK	/Col./	/2/ AVOID
- Time for economics education must be mandated......	☐	/51/	☐
- Make assemblies of materials........................	☐	/52/	☐
- Mandate their use..................................	☐	/53/	☐
- In-service assistance of economists and economic educators is essential.........................	☐	/54/	☐
- Curricula should be of interest to student.........	☐	/55/	☐
- They should relate to everyday life................	☐	/56/	☐
- They should be problem-oriented....................	☐	/57/	☐
- They should be coherent - unintegrated economics entails loss of understanding of what an economy is.	☐	/58/	☐
- They should stick to the immutable things..........	☐	/59/	☐
- They should stress knowledge of facts (description).	☐	/60/	☐
- They should be realistic...........................	☐	/61/	☐
- They should distinguish values from economics and other sciences................................	☐	/62/	☐
- They should stress objectivity-avoid bias (YES /1/, /2/ NO)......	☐	/63/	☐
- Except as to the values of rationality and dignity of the individual.....................	☐	/64/	▨
- Except dignity of the individual only.........	☐	/65/	▨
- Except rationality only.......................	☐	/66/	▨
- They should teach to distinguish the economically false..	☐	/67/	☐
- They should solve (or purport to solve) social problems.....................................	☐	/68/	☐
- They should utilize material of dissenters, for it is motivating................................	☐	/69/	☐

→ (- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-4c

	/1/ SEEK	/col./	/2/ AVOID
- Materials should be made teacher-proof............	☐	/70/	☐
- Curricula should advocate free enterprise..........	☐	/71/	☐
- They should deemphasize abstractions and theory....	☐	/72/	☐
- They should avoid current events - a great source of misinformation..................................	☐	/73/	☐
- They should interject activities such as games, running school stores, visiting industry, etc.	☐	/74/	☐
- To avoid teacher destruction even of good materials, closed circuit TV, for different grade levels, of units prepared by central task forces for use in required time slots, should be the practice.........	☐	/75/	☐
- Curricula should be tested by standardized pre-and post-course examinations............................	☐	/76/	☐
- Give awards and recognitions to teachers who develop exceptionally good curricula or units................	☐	/77/	☐
- Curricula should stick to the simple things, the comprehensible ones..................................	☐	/78/	☐

→ (PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

QII-5a

Re: ACTION 5 or 6

(NOTE: This page is for choosers (P) of Action 5 or 6 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOID
- Economics education programs for all teachers, kindergarten through high school....................	☐	/38/	☐
- Economics education programs for all social studies teachers:....................................		▨	
- Pre-service programs only....................	☐	/40/	☐
- In-service programs only.....................	☐	/41/	☐
- Both pre-service and in-service programs......	☐	/42/	☐
- Repeat in-service programs every 5 years where needed..	☐	/43/	☐
- In-service programs for entire school district groups together..	☐	/44/	☐
- Daily contacts of teachers with economics education experts..	☐	/45/	☐
- Continuous contacts with economics education Centers and Councils.	☐	/46/	☐
Teachers, pre-service, when they do not plan to teach social studies:			
- Need no course in economics..................	☐	/47/	☐
- Need one course..............................	☐	/48/	☐
- Need at least two courses....................	☐	/49/	☐

(- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-5b

	/1/ SEEK	/Col./	/2/ AVOID
- Social studies teachers, pre-service, need: If they are to teach elementary school courses:			
- One course in economics education............	☐	/50/	☐
- Two courses...............................	☐	/51/	☐
- More than two courses......................	☐	/52/	☐
If they are to teach secondary school courses:			
- Two courses in economics..................	☐	/53/	☐
- Three courses.............................	☐	/54/	☐
- More than three courses...................	☐	/55/	☐
As to in-service training:			
- Make periodic reexaminations of teachers in economics education.........................	☐	/56/	☐
- Release time for training..................	☐	/57/	☐
- Give academic credits......................	☐	/58/	☐
- Refund tuition costs.......................	☐	/59/	☐
- Provide stipends...........................	☐	/60/	☐
- Make training convenient...................	☐	/61/	☐
- It must be tailored to individual teacher needs......................................	☐	/62/	☐
- Establish just why economic literacy is important...	☐	/63/	☐
- Establish specific goal(s) of economics education...	☐	/64/	☐
- Establish specific knowledge, skills, and attitudes desired for economics education....................	☐	/65/	☐
- Training should be geared to attract and interest teachers..	☐	/66/	☐

(- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-5c

	/1/ SEEK	/Col./	/2/ AVOID
- Training should be geared to the needs of economics education itself..	☐	/67/	☐
- College economics departments and social studies methods departments should become more involved together in economics education.....................	☐	/68/	☐
- Training should be directed to a case or problem solving course, not economic principles, so as to provide material for use in existing non-economics courses...	☐	/69/	☐
- Training should be with mathematical considerations minimized.......................................	☐	/70/	☐
- University teachers of economics for teachers should learn to teach, for teachers teach as they are themselves taught................................	☐	/71/	☐
- Social studies teachers should be required to have some outside work experience.	☐	/72/	☐
- The trainers of social studies teachers should themselves be well trained in economics.................	☐	/73/	☐

→ (PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

QII-7a

Re: ACTION 7, 8, or 9

(NOTE: This page is for choosers (P) of Action 7, 8, or 9 ONLY)

II. I check below the characteristics of the action that I chose by marking "P" in IA above which I believe are to be sought (left boxes) or avoided (right boxes) for the greatest effectiveness of economics education* relative to costs:

(You may mark as many items here as you choose, but remember: any cost-adding choice would reduce the resources devoted to your other choices.)

	/1/ SEEK	/Col./	/2/ AVOID
- Establish just why economic literacy is important...	☐	/38/	☐
- Establish specific goals of economics education.....	☐	/39/	☐
- Establish specific knowledge, skills, and attitudes desired..	☐	/40/	☐
- Organize grass roots campaigns to enlist support among school board members and administrators.......	☐	/41/	☐
- With participation of community leaders and local businessmen, colleges, and economic Councils and Centers........................	☐	/42/	☐
- 12th. grade course................................	☐	/43/	☐
- 9th. grade course.................................	☐	/44/	☐
- Both 12th. grade and 9th. grade courses.............	☐	/45/	☐
- As to the last 3 items above, even at the cost of reducing attention to other social studies or history...	☐	/46/	☐
- Stress knowledge of facts (descriptive approach)....	☐	/47/	☐
- Stress how an economist analyses..................	☐	/48/	☐
- Stick to the immutable things......................	☐	/49/	☐
- Stick to the simple things, the comprehensible ones.	☐	/50/	☐
- Stick to the most important things.................	☐	/51/	☐
- Make repeated applications of them.................	☐	/52/	☐

(- THE LIST CONTINUES ON THE NEXT PAGE -)

QII-7b

	/1/ SEEK	/Col./	/2/ AVOID
- Solve (or purport to solve) social problems.........	☐	/53/	☐
- Teach to distinguish the economically false.........	☐	/54/	☐
- Stress overall picture of how economic systems work.	☐	/55/	☐
- Distinguish values from economics and other social sciences..	☐	/56/	☐
- American Economic Association and individual colleges' (inc. Ph.D. candidates' thesis selections) efforts toward how to make economics education more relevant to the student and the need, more comprehensible, and more effective......................................	☐	/57/	☐
- Advocate free enterprise............................	☐	/58/	☐
- Advocate Marxism....................................	☐	/59/	☐
- Stress objectivity-avoid bias (YES /1/, /2/ NO)....	☐	/60/	☐
- Except as to the values of rationality and dignity of the individual....................	☐	/61/	▨
- Except rationality only.......................	☐	/62/	▨
- Except dignity of the individual only.........	☐	/63/	▨
- Provide constant interchange between business and classroom...	☐	/64/	☐
- Use a Marxist approach..............................	☐	/65/	☐
- At least temporarily, substitute in-service institutes, etc., for economics teachers in place of ones for social studies teachers generally..................	☐	/66/	☐

→ (PLEASE NOW PROCEED TO THE LAST PAGE (BLUE PAPER) OF THIS QUESTIONNAIRE FOR THE LAST QUESTION OF THIS INQUIRY!)

III. It is my impression that the findings of this Inquiry:

[Col. 80]

A. Will furnish a reasonable basis for the undertaking promptly of the actions found most generally to be desirable...................... ☐ [1]

B. Will provide a good basis for a symposium to review the findings, select among them, and establish detailed specifications for action.. ☐ [2]

C. Will at least provide a better basis for such a symposium than would have existed without the Inquiry.................................. ☐ [3]

D. Will be relatively valueless for improving the impact of economics education................. ☐ [4]

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(- Many thanks for all your troubles in responding to our Questionnaires. We hope they will be proven worthwhile in the cause of greater literacy in economics. -)